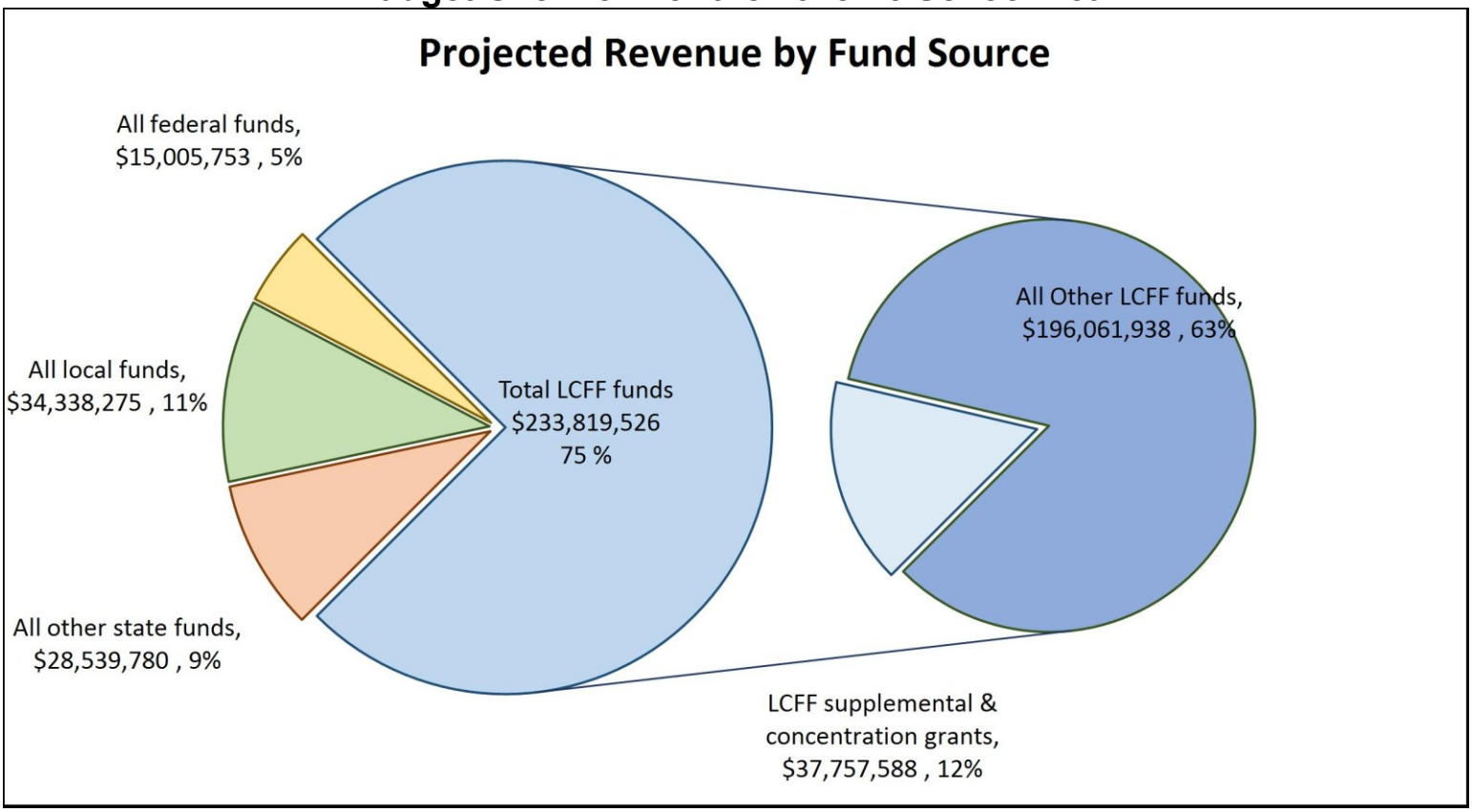
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grossmont Union High School District
CDS Code: 37 68130 0000000
School Year: 2025-26
LEA contact information:
Dr. Paul Dautremont
Assistant Superintendent, Educational Services
pdautrem@guhsd.net
619-644-8041

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

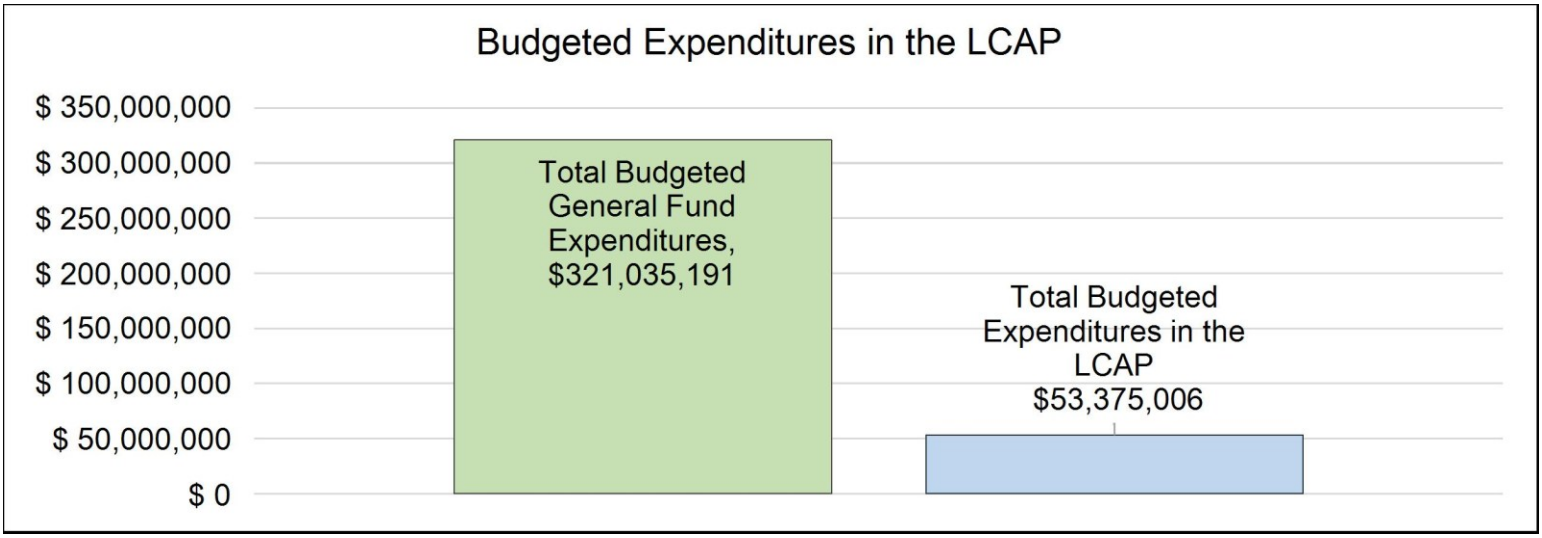


This chart shows the total general purpose revenue Grossmont Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grossmont Union High School District is $311,703,334, of which $233,819,526 is Local Control Funding Formula (LCFF), $28,539,780 is other state funds, $34,338,275 is local funds, and $15,005,753 is federal funds. Of the $233,819,526 in LCFF Funds, $37,757,588 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Grossmont Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grossmont Union High School District plans to spend $321,035,191 for the 2025-26 school year. Of that amount, $53,375,006 is tied to actions/services in the LCAP and $267,660,185 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following which are tied to actions/services outlined in its plan.

The Grossmont Union High School District (GUHSD) has established a Base Program for all students that is the platform upon which additional and supplemental programs and offerings are built. The GUHSD base program includes:

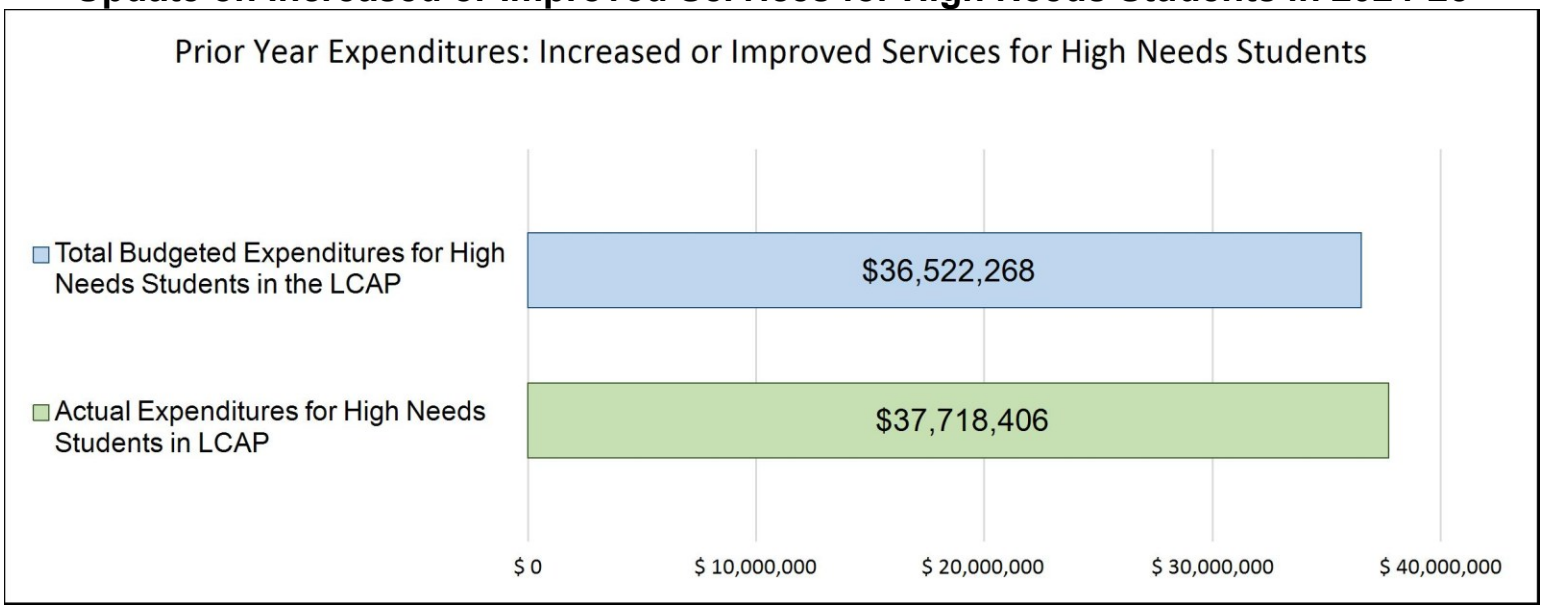
- Recruiting, employing, and retaining appropriately assigned and fully credentialed certificated and appropriately assigned classified staff
- Providing standards-aligned instructional materials and professional development
- Providing a broad course of study covering all required academic subjects that support college and career readiness
- Providing opportunities for exploration and participation in athletics, visual and performing arts (VAPA), clubs, and more to build school connectedness
- Providing parents/guardians opportunities for meaningful engagement
- Maintaining basic operating services (i.e., facilities, transportation, and technology infrastructure)
- Providing Educational Services, Human Resources, and Business Services

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Grossmont Union High School District is projecting it will receive $37,757,588 based on the enrollment of foster youth, English learner, and low-income students. Grossmont Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Grossmont Union High School District plans to spend $37,757,588 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Grossmont Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grossmont Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Grossmont Union High School District's LCAP budgeted $36,522,268 for planned actions to increase or improve services for high needs students. Grossmont Union High School District actually spent $37,718,406 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grossmont Union High School District	Dr. Paul Dautremont Assistant Superintendent, Educational Services	pdautrem@guhsd.net 619-644-8041

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Grossmont Union High School District (GUHSD) provides education to over 16,000 students in grades 9-12 and is located in the eastern portion of San Diego County. GUHSD was established in 1920, and it encompasses an area of approximately 465 square miles, including all of the cities of El Cajon, Santee, and Lemon Grove, most of the city of La Mesa, a small portion of the city of San Diego, and the unincorporated areas of Alpine, Dulzura, Jamul, Lakeside, and Spring Valley. GUHSD's family of schools and programs consists of nine comprehensive high schools, a middle college high school, one project-based learning school-of-choice, one continuation high school, three special education academies, three independent charter high schools, and an adult education program.

Guided by its core values of caring, collaboration, and innovation, GUHSD exists to empower each of its students to build the best future. To fulfill this purpose, GUHSD provides its community with a high quality educational program, as well as athletic, fine arts, and enrichment opportunities, supports, and services. GUHSD high schools have been recognized as California Distinguished Schools and California Gold Ribbon Schools. Since 2016, GUHSD's National Student Clearinghouse "College-Going" rate – the percentage of the District's graduating seniors who attend a four-year college/university or a community college immediately upon graduation – has averaged 65%. Over 4,000 students across the District acquire hands-on experience, academic skills, and specialized training for success in high-demand career fields each year through the GUHSD's award-winning Career Technical Education program. GUHSD offers 48 career pathways across 12 in-demand industry sectors including Engineering & Architecture, Information & Communication Technologies, and Agriculture & Natural Resources.

Along with a robust instructional program designed to meet a wide variety of educational needs, GUHSD also provides Fiscal Services and Human Resources support to its schools, and an Educational Services division to assist schools with their programmatic needs. The 2,300 full-time employees in GUHSD, combined with its hundreds of hourly employees, make GUHSD one of the largest employers in San Diego's East County.

Like many other school districts across the state, GUHSD is projecting a decline in its enrollment. The District anticipates a loss of approximately 300 students in the upcoming school year with continued declines for at least the next five years. According to the most recent Dashboard, Grossmont served 16,566 students. Of those students, 40.7% are White, 42.2% are Hispanic/Latino, 5.9 % are Two or More Races, 5% are African American, and the remaining 6% are Asian, Filipino, American Indian, and Pacific Islander.

The number of students identified in significant subgroups has increased, resulting in a focus on support for students who are low income, English learners, and foster and homeless youth. GUHSD has also experienced a surge in the numbers of newcomer students enrolling in several of its schools. The City of El Cajon – the largest city in GUHSD's service area – has the second-highest concentration of Middle Eastern immigrants in the country. More than 50,000 Iraqi refugees are settled in the region along with smaller but growing populations of Afghans, Syrians and North African peoples. The Dashboard indicates 66.2% of GUHSD students are socioeconomically disadvantaged. English Learners make up 14.2% of GUHSD's student population, while 2.9% of its students are homeless youth and 0.4% are foster youth. As a result, GUHSD staff members at the District and its school sites continue to have conversations about how to best serve its ever-changing student and family populations.

This year, it was determined that one of our schools, REACH Academy, will be closing at the end of the 24-25 school year. This school serves a relatively small population of students (only 22 students on the 2024 Dashboard). Through work with the east county SELPA and the REACH Academy parent and teacher community, it was determined that the needs of the students would best be served throughout other schools in the district. The district worked closely with various educational partners to determine the best new placement for each student, resources and staff that will be necessary to help students be successful at their new location, and worked with Human Resources to determine the new site for the employees for the 25-26 school year. While REACH was an equity multiplier school for the current year and selected for the next year, they will no longer be an operating school in the 25-26 school year.

For the 24-25 school year, GUHSD had three equity multiplier schools (Chaparral, REACH, and MERIT). In 25-26, Chapparal and MERIT will continue to be equity multiplier schools, both with a focus on stability rates of students and suspensions. IDEA will also be an equity multiplier school in 25-26 with a focus on stability rates of students and graduation rates.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

From the 2023 CA Dashboard, please refer to the Appendix A Link below for information on GUHSD schools, and corresponding student groups, and their performance on California Dashboard Indicators.

Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements

Through our LCAP actions, GUHSD focuses on the social-emotional needs of our students with many actions focused on support groups, access to mental health services, and professional learning to build capacity to increase counseling programs. Our mid-year LCAP data reflected a number of successes in this area, including 3,462 student contacts, 15 support group offerings, and 40 professional development opportunities. Midyear data also indicated, we were on pace to decrease our suspension rates, specifically for our Foster Youth and socio-economically disadvantaged students. We are seeing an increase in our support for newcomer families with 90% of our newcomer families participating in a family intake interview at the mid-year. While not the 100% rate we are striving for, this is up 4% from our baseline in 23-24. Our VAPA enrollment continues to climb from a 23-24 baseline across all student groups, but most significantly with SWD where there was a 7% increase at the mid-year from the previous year.

Across the Grossmont Union High School District supporting Foster Youth and Students with Disabilities continues to be a challenge in several indicators and will be a focus of our actions throughout this LCAP. In review of our Dashboard data, we notice that while our ELA performance hovers at just 7.4 points below standards, the performance of AA, EL, and LTEL groups are significantly below that level. Mathematics performance is lower district-wide, with an all student average just shy of 90 points below standard. Unfortunately, AA, ELs, HY, LTELs, and SWDs are all groups performing a performance level below the all student level.

Last year we stated English Learners would be a focus of College and Career Indicators. While ELs are not performing at the same level as the all student average, we did see a nearly 8% increase in EL preparedness as reported on the 23-24 Dashboard. Likewise our LTELs and FY increased 11.5% and 11% respectively, and our HY saw a 4.5% increase in CCI rates. Although GUHSD began offering students with disabilities four unique paths to earning a High School diploma based on the unique disabilities and learning needs with the goal of improving graduations rates amongst this group of students, our SWD graduate rate is still holding steady at 65.1% on the 23-24 Dashboard relative to the 81.4% graduation rate of all students. We recognize that although those pathways to a high school diploma were made available, more work is needed to ensure that schools are maximizing those options for their students.

Overall we continue to monitor our groups from the 2023 CA Dashboard. Please refer the Appendix A for information on GUHSD schools, and corresponding student groups, and their performance on California Dashboard Indicators.

We recognize the majority of subgroups have at least one indicator that is Low or Very Low on the 2023 Dashboard. While we work through the DA and Engagement process, we continue to keep this in mind as we engage in a needs assessment for how to best support these student groups. We looked at data of our student groups performing in the very low and low levels for academics. Specifically we looked at ELA performance for AA, EL, LTELs, Asian, Hispanic, SWD, and HY and mathematics performance for AA, EL, HY, LTELs, SWD, Asian, Hispanic, 2 or more races, SED, and white. We also considered data around specific students whose scale scores placed them in very low or nearly very low. Our continuing assessment of student needs, resulted in an analysis of data quest. During this work we looked at DataQuest performance for schools using the 2023-24 Chronic Absenteeism Rate. In doing so, we considered the comparison performance of schools' absenteeism rate noting that Chaparral, IDEA, MERIT, and REACH had the highest levels of chronic absenteeism. Our student groups showed mild discrepancies with AA, American Indian, and Hispanic students showing approximately 31% chronic absenteeism compared to about 25% for white and students with two or more races. Our Filipino and Asian student groups had the lowest chronic absenteeism rates of approximately 15%, while Pacific Islanders were chronically absent at a rate of 47.6%. As we did with performance, we also look more closely at this data, considering individual student chronic absenteeism rates. In considering the root causes that may be leading to the lower performance levels for these student groups, the team considered a number of other factors in an effort to determine the best use of our

remaining funding source to have the greatest impact on students. The English Learner Progress indicator for Grossmont Union High School District is in the red after a decline of 11.8%, with both ELs and LTELs receiving a very low designation.

LREBG Needs Assessment:
After thorough analysis of the data, our LREBG team, a subset of the DA team alongside fiscal services, considered the current plan for expending the remaining LREBG funds as well as considering the potential impact of additional funds. Research shows that building a school climate, built on caring, trust, and relationships is a model practice. The CDE website states, "good relationships result in a sense of safety, order, an connectedness among members of the school community." Our CA Healthy Kids survey results, show that only around half of our students feel connected to school (53% in 2023-24). We determined that the best use of our LREBG funds would be to support systems that allow for increased positive school climate through relationship building and access to social emotional supports. We determined that utilizing the funds to reduce classroom sizes and provide access to mental health services would best support students, specifically those with the greatest needs. Class-size targets has been found impactful for both academics and attendance, as those closer relationships are formed between teachers and students. Moving forward the focus of the reductions will be more targeted towards ELA and mathematics to not only improve relationships, but to allow for more individualized academic support in our priority areas of ELA and mathematics performance. The result of this work is documented in Action 1.2 and Action 2.9 which focuses on access to mental health services and trying to lower class size targets below the statutory requirement in an effort to maximize differentiated learning for our students. As part of our needs assessment, we reached out to principals at sites who also expressed the need for mental health services and support to help students stay actively engaged in their learning. We determined that our partnership with the Wellness Together Team, by providing mental health support to students, supports both the academic and attendance piece revealed through this process. Providing a counselor at each site will allow students to receive support as needed to address barriers that may be impacting their ability to attend school and/or perform in their classes. To monitor these efforts, we will use CA Healthy Kids survey data, specifically around an increase on connectedness to school, since increased school climate was the determination of our LREBG team, as well as CAASPP scores and D/F rate to monitor academics as we ultimately want the increase in climate to support students in improved academics.

Our analysis of red indicators, DA, and our LREBG needs assessment led to several actions:

LREBG actions:
Action 1.1 - Ensuring students have access to counseling through S3 counselors to be monitored by the CA Healthy Kids Survey on connectedness to school (metric 1.1)
Action 1.2 - Ensuring students have access to Mental Health Services to be monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1)
Action 2.9 - Our lower class-size targets to be monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1), CAASPP scores (metric 2.11), and D/F rate (metric 2.5)

Actions based on other needs assessments, including DA work (to be discussed further in the technical assistance section):
Action 1.10 - Focus on 9th grade engagement
Action 2.1, 2.2, 2.3 - Ensuring that all English Learners, no matter their grade and proficiency, receive designated ELD, providing additional target EL support when needed, and increasing access to quality ELD instruction, both integrated and designated, through professional learning.
Actions 2.5, 2.6, 2.7 - Supporting our SWDs, specifically ELs, FY, and SED, through access to standards based instruction through improved

co-teaching opportunities and alternative pathways for success and diplomas.
Action 2.9 - Our class-size reductions with the use of LREBG funding.
Action 3.1, 3.2 - Improving offerings for students by removing structural barriers to CTE access and offering a variety of programs such as honors, dual enrollment, IB, AP, and VAPA.

Additionally, actions that support our 2023 Dashboard schools and student groups (Appendix A) can be found attached in Appendix B.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

GUHSD is in Differentiated Assistance for the following:

English Learners
*Academics
*Grad Rate

Students with Disabilities
*Academics
*Grad Rate

Foster Youth
*Grad Rate
*Suspensions

Our DA work began in Spring of 2023 and has continued throughout the current academic year.

Phase 1: Spring 2023 - After being identified for Differentiated Assistance in December 2022, we assembled a team of representatives from across the district that included teachers, district directors, district TOSAs, and site administrators. That group went through a data analysis of the following data sets:
*Healthy Kids Surveys
*Demographics
*Dashboard Results
*SBAC and CAST Scores
*Suspension Rates
*Local Surveys (Given 4-6 times a year)
*Empathy Interviews (Two schools)

We then conducted a Three Horizons activity and cross-referenced it with our Initiative Inventory. Through that process, we identified five major areas of focus:
*Behavior Support Plan

*Welcoming and Affirming Environments for Staff and Students
*Instructional Strategies and Curriculum
*Classroom Support Models
*Professional Expectations

Phase 2: 2023-24 School Year - As we started our LCAP and DA process, we used the Spring 2023 DA work as a launching point. Using those findings along with a system-wide student, family, and staff ThoughtExchange, we identified questions and groups to do a series of listening sessions with students, parents, and staff members.

Data Collection
During December and January, the district office staff interviewed the following student groups:
*Students with Disabilities through Study Skills cases at six schools
*Homeless and Foster Youth at three schools
*LTEL, Emerging, and Newcomer students at all schools
*ASB students at six schools
*African American students at three schools
*Parent representatives at five schools
*Teachers at seven schools

Additionally, all relevant satellite, map, and street data was collected.

Priority and Root Cause Sessions - In March and April, we facilitated three Priority and Root Cause Sessions with the following groups:
1. Principals
2. District Educational Services Directors
3. Teachers, Counselors, TOSAs, and Association Leadership

In these sessions, we:
1. Set the context of LCAP and DA work
2. Reviewed and analyzed relevant satellite, map, and street data (including summaries of the listening sessions)
3. Reviewed the GUHSD Initiative Inventory and the DA Priorities for Spring 2023
4. Responded to the following prompts:
a. What explains the current state of the data?
b. What systems or structures are currently impeding you or your school’s progress?
c. How did the listening session data help you understand the other data?

These priority sessions service two purposes:
1. Established root causes (something we didn’t do explicitly in our Spring 2023 DA work).
2. Prioritized potential LCAP topics, goals, actions, and metrics - with special attention to our historically marginalized populations.

The work of 2023-24 was the foundation of our LCAP with Goals and Actions that we hoped would begin to address the trends we were noticing as we conducted our root cause analysis.

Phase 3: 2024-25
This year, we continued the work of the last two years with a specific focus on digging deeper into our Graduation Rate. The team determined that by targeting graduation rate, specifically amongst ELs, SWD, and FY, we would discover and address the issues which impacted academics, career and college indicators, and suspensions.

In 2024-25 our Differentiated Assistance team met to determine what map and satellite data would best shed light on the potential barriers to graduation for some of our students. While we celebrated the success that we were no longer in DA for CCI amongst any of our target groups (EL, FY, and SWD), we recognize that we now were seeing the addition of graduation rate across all groups. Analysis of various data sets reflected over and over again that our ELs, SWDs, and FY consistently underperformed relative to our all student groups. This trend continued from year to year and school to school. While we consistently saw the impact of COVID playout through almost every student group, there were times that we noticed that specific student groups were hit harder and did not always bounce back as quickly as our all student trends. We started to focus on three potential concerns impacting graduation rate: D/F rate, chronic absenteeism, and potential mis-entry of codes.

The team met again to dig deeper into these issues focusing on a “five whys” protocol. With new data collected around these potential concerns, most specifically D/F rate and graduation rate, we broke into small groups to try and drill down to potential root causes and additional “street” level data that may be needed.

In regards to attendance issues, the team recognized a few targeted areas that could impact attendance:
Student engagement/connectedness
Parent/guardian education
Site based practices
Behavior intervention systems
The team wondered why ELs and SWDs were not attending regularly, but in asking that question realized that more data was needed. We need to know what chronic absenteeism looks like by different EL groups (newcomers versus LTELs) and potentially by specific language to see if the trends are consistent across all ELs or could there be different root causes for different groups. In regards to SWD we wondered if attendance could be tied to their area of disability or the school/program they were attending. We wondered why students who were in a special program school would be absent at a greater rate than peers at comprehensive high schools. Lastly, we wondered if there would be trends that varied by what district the students came from that may need to be addressed through partnerships with our middle school districts.
Similar analysis occurred in the D/F small group, recognizing a few target areas, including: Grading policies, instructional practices, and A-G completion. Our “five whys” protocol led us to ask many questions about the impact of designated ELD and integrated ELD, what were the trends across different EL groups, what part does PE play in the D/F rate, how can we support ELs while still allowing them to feel connected to their schools, why are SPED D/F rates 29% to 26%, and why are D/F rates higher at special education academies than other high schools. The result of this conversation also revealed a need for more data, specifically disaggregated data to determine if the trends are the same across different EL students.

As a result of this work, the team recognized there were several data points that would be important in determining the true root causes. We recognize that we need a plan for next year that will involve collecting some of this more disaggregated or qualitative data. We recognize that we need to be talking directly with families and students and need to determine a plan to support those efforts. While the majority of this work will take place next year, the team also recognized some revisions that should be made to the LCAP to start supporting those efforts. We recognized the need for some more focused metrics to capture the impact on our unduplicated pupils. For example, our chronic absenteeism rate (metric 1.12) is being revised in action 1.24 to no longer just capture an all student percentage, but to monitor chronic absenteeism for ELs, SWD, FY, and SED as a comparison to all students. We also realized that how some of our actions were written did not target the groups we were hoping to support. For example, action 1.4 focused on the connectedness of foster youth and ninth graders. We recognize through our DA work, that the root cause of connectedness is not the same for foster youth as it is for the broader ninth grade group, and that one action and metric was not sufficient. As a result, we separated the ninth grade connectedness into its own action (action 1.10) and provided more targeted metrics to monitor our foster youth connectedness through graduation rate. This will allow us to closer align our DA work with FY and graduation to the LCAP process. As the team continues, its root cause identification next year, we will continue to review and revise actions and metrics to be more meaningful and targeted.

Summary of actions specific to our DA work:
Action 1.4: School Connection Support for Foster Youth to provide targeted academic and SEL interventions designed to improve the graduation rate of Foster Youth.
Actions 2.1 through 2.3: These actions focused on providing additional supports for our English Learners, through designated and integrated ELD and teacher professional learning, are intended to improve graduation outcomes for EL students.
Action 2.5 through action 2.7: Actions to support our dually-identified students through co-teaching, study skills, and alternative pathways to support graduation rate of SWD, specifically those who are also EL, FY, or SED.
Action 2.4 and 2.10: Our instructional coaches alongside of ILTs will focus their work on looking at data to determine needs on the site to best support students with graduation rate, specifically our EL students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

There are no schools identified as CSI in 2024-25 for this LCAP.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers, Principals, Administrators, School Personnel, Local Bargaining Units	Teachers, Principals, Administrators, School Personnel - Participated in the Differentiated Assistance Process throughout the 2023-24 school year. LCAP Goal Writing Workshop In April, the GUHSD LCAP Goal Writing Workshop was held. This event included: *Principals (5) *Teachers (9 - all core subjects, plus EL and Sped teachers) *Librarian (1) *District Directors (6) *Counselors (3) *Union Leadership (President and Treasurer) *SDCOE Representative (Valentin E.) Engaged in root cause analysis, analyzed relevant data, reviewed LCAP process. This work continued in 2024-25 with principals meeting with district level employees to monitor and review the LCAP actions and how they were being implemented at their sites. Site SPSAs were tied to the LCAP. Additional meetings were offered to the local bargaining units to illicit feedback and address questions related to the LCAP review/revision.

Educational Partner(s)	Process for Engagement
SELPA administrator	Monthly meets were held with the SELPA administrator and district leadership to discuss needs related to the LCAP as well as the closure of our Equity Multiplier school (REACH).
Parents	A parent LCAP workshop was held with our district parent committee both in writing the three year plan and the annual review. On April 28, 2025, parents from schools across the district met with district leadership to have conversations around the actions in the current LCAP. Parents/caregivers had the opportunity to ask questions and share feedback about the effectiveness of the work the district was doing. Charts of parent responses were collected and analyzed to look for trends around clarity of the district focus, areas of concern, and suggestions for implementation.
Students	An LCAP workshop was held with our district student committee both in writing the three year plan and the annual review. On April 21, 2025, at the meeting of the student committee, students received a presentation on the LCAP (what it is) and the current goals, actions, and metrics in place. Students had the opportunity to ask questions and then worked together to look at the goals and actions visible at their site and determine what is working, what is not working, and where there are opportunities for improvement. Charts of student responses were collected and analyzed to look for trends on implementation, areas of concern, and suggestions for implementation.
Equity Multiplier Schools	The district engaged on numerous occasions with our three equity multiplier schools (Chaparral, IDEA, and MERIT). Meetings included district leadership, administration, and SSC teams to determine the needs present at the school to help drive our Equity Multiplier Goal and actions. Met with the IDEA SSC: May 15, 2025 Met with Chaparral SSC: May 20, 2025

Educational Partner(s)	Process for Engagement
	Met with MERIT SSC: May 23, 2025 Parents at REACH academy worked with district leadership throughout the year to discuss the impact of the school closure for the 25-26 school year. However, no discussions around the expensing of the equity multiplier was had as the school would not be using the funds in the new year. Discussions with MERIT, included conversations on how to support REACH students who would be joining them in the new year. Met with district leadership and administration: Various meetings in May to determine the best use of the equity multiplier funding to improve school programs related to the areas of identified need.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

When the three year plan was written in 23-24, the team gathered input from a variety of stakeholders, including teachers, principals, administrators, school personnel, bargaining units, parents/guardians, and students. DELAC and DPAC members were brought together over several dates from September to May and may to hear the results of these listening sessions. The input led to the creation of four goals:

Goal 1: By prioritizing the social emotional well being of all students, the GUHSD aims to create an environment where every student feels valued, respected, and empowered to reach their full potential both inside and outside the classroom.

Goal 2: GUHSD staff will enhance student learning and foster a culture of innovation and collaboration by implementing high quality educational programs.

Goal 3: GUHSD will develop and implement comprehensive programs and resources to prepare students for success beyond high school, ensuring that every student is equipped with the tools and confidence to achieve their post-graduation goals.

Goal 4: Our equity multiplier goal

This year as we reviewed the metrics and implementation of the LCAP, we continued to work with our educational partners and engage staff, principals, and administrators as we gathered and reviewed metrics.

Our parent committee met in April to engage with district leadership about the current actions and to provide insight on strengths and areas for improvement within the district plan. Overall they expressed the value of the counselors and therapeutic services. They saw a need for more accountability for attendance and tardies, SEL supports, and response bullying. They even indicated attendance issues may be due to

social conflicts (Goal 1). Parents/caregivers expressed strong feelings around the work being done for ELD and co-teaching. Parents expressed love of the co-teachers at their sites and shared how much it had supported their children who participated in the courses (Goal 2). Overwhelming parents appreciated opportunities for career education, tutoring, volunteerism, and access to CTE. They advocated for even more offerings and additional support moving forward (Goal 3).

Our student committee met in April to review the current actions and metrics within the LCAP and to provide student perspective on whether they were seeing evidence of the actions at their sites, discuss what was working, and what suggestions they had for revisions when possible. As they discussed the impact of goals at their school sites, they celebrated the mental health access, programs for newcomers, and the work to engage freshmen through link crews and ASB (Goal 1). Students acknowledged their campuses were safe with gates and fencing, appreciated the wellness centers at the library, and recognized that they had access to lots of experienced teachers with diverse backgrounds and experience in niche fields (Goal 2). They further expressed that the CTE pathway programs and dual enrollment options were useful and that opportunities like Saturday School and help with FAFSA applications were well advertised and useful (Goal 3).

The overwhelming consensus of students was that access to counselors was important and should continue to be a focus of the district moving forward.

Our engagement with equity multiplier schools allowed the district to determine a best course of action to support the needs of the schools. The recognition that to focus on stability rates, we should look at attendance and chronic absenteeism and consider supports like additional psychologist, counselors, and aides led to our equity multiplier goal and actions.

*Goal 1, Action 6: Increase Positive Attendance: Based on the feedback of our educational partners, focus on attendance and the root causes (whether bullying, social conflicts, et.) is essential work. As a result of this feedback, the district is revising this action to be a more robust attendance intervention with school sites forming attendance teams to try and determine root causes, remove attendance barriers, and engage students in education.

*Goal 2, Actions 5-7: Various Special Education Programs Parents, especially those whose students participated in some of our special education courses, expressed the benefit of this work. So while some minor revisions are needed, we will continue with these actions.

*Goal 3, Actions 1 and 2: CTE Access and Various Programs Due to overwhelming positive feedback from both parents and students, we will continue to invest in and when possible expand our CTE and program offerings to meet the needs of our community.

*Goal 4: Our equity multiplier schools had specific needs around social-emotional well-being and connectedness to school that was seen as a root cause of some of the stability rates. Support around social emotional needs through psychologists and counselors was added to support this need and address stability rates that led to equity multiplier identification.
Goal 4, Action 1: This action will support Chaparral High with targeted interventions specific to supporting their stability rate and suspension rates. Such targeted interventions will include the funding of additional psychologist FTEs, additional counselor FTE, and teachers's assistant.

Goal 4, Action 2: This action will support MERIT with targeted interventions specific to supporting their stability rate and suspension rates. Such targeted interventions will include the funding of additional psychologist FTEs and some increased support around functional behavior analysis and transitional plan support.
Goal 4, Action 3: This action will be discontinued as REACH is closing.
Goal 4, Action 4: This action will support IDEA, specific around stability rate and graduation rate. Such targeted interventions will include the funding of additional counselor FTEs and teachers assistance to support students with work and build relationships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By prioritizing the social emotional well being of all students, the GUHSD aims to create an environment where every student feels valued, respected, and empowered to reach their full potential both inside and outside the classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our school district has set these goals to foster a sense of belonging and connection, ensuring that every student feels valued, respected and empowered to achieve their full potential. According to survey data, our students have shared that they struggle with a variety of social-emotional issues, including the availability of mental health resources and feeling disconnected from school. By promoting comprehensive support and fostering essential skills like empathy and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students. The implementation of S3 counselor and mental health services ensures that students have access to the necessary resources and support. Providing specific support for foster youth and creating post-suspension re-entry plans will help these vulnerable students integrate successfully into the school community and make better choices in the future. The International Newcomer Center and language support services ensure that newcomer students and their families receive the necessary orientation and ongoing support for effective communication and cultural understanding. Additionally, wellness centers in libraries provide a dedicated space for students to explore self-help and mental health resources, further promoting their well-being and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who report feeling connected to school based on the School Climate Index of the CA Healthy Kids Survey	2023-2024 53% of all students feel connected 59% of all students feel safe at school.	2024 -2025 36% of all students feel connected to school. 50% of all students feel safe at school		56% of all students report feeling connected 62 % of all students report	Connected at school: -17% Feel safe at school: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who report feeling safe at school based on the School Climate Index of the CA Healthy Kids Survey				feeling safe at school. Increase School Climate Index (SCI) percentage of the CA Healthy Kids Survey by 1% per year for a total of 3% over three years	
1.2	Percent of students who report availability for mental health services on campus per the CA Healthy Kids Survey	2023-2024 9th - 10% 10th - 9% 11th - 8% 53% of all students	This metric is being discontinued as this data is no longer available on the Healthy Kids Survey we administer to students.		9th - 13% 10th - 12% 11th - 11%	Discontinued
1.3	Number of student contacts for S3 Counselors	Baseline set in 2024-25: Student Contacts made from August 2024 - March 28, 2025: 6485	Baseline set this year.		Increase 5% each year in the number of student contacts by S3 counselors.	N/A, baseline was set this year.
1.4	Number of support groups offered by S3 Counselors	Baseline in 2024-25 The is a new position/program designed to provide tiered behavior and mental health supports to students.	Support groups provided to students from August 2024 to March 28, 2025: 30		Increase number of support groups offered from baseline in 24-25	N/A, baseline was set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Number of professional development opportunities accessed by S3 Counselors	Baseline in 2024-25 The is a new position/program designed to provide tiered behavior and mental health supports to students.	Professional Development opportunities offered or planned in 24-25: 76		Participate in at least 2 professional development opportunities each year.	N/A, baseline was set this year.
1.6	Number of referrals to on campus mental health services	Total student interactions: 6,825 Total students referred for school based therapy: 311	Student Contacts made from August 2024 - March 28, 2025: 6485 Referrals to campus mental health services from August 2024 - March 28, 2025: 622 One-on-one counseling sessions provided by S3 Counselors from August 2024 - March 28, 2025: 4634		Total student interactions: 6,975 Total students referred for school based therapy: 356	Student Contacts: -340 Referrals to school based therapy: +311 One-on-one: Baseline set this year
1.7	Number of Libraries housing Self-Help,	Baseline in 2024-25	5/10 schools		100% of school libraries housing	N/A Baseline set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mental Health, and Wellness resources.	The is a new program designed to provide mental health supports to students.			Self-Help, Mental Health, and Wellness resources	
1.8	School engagement and participation (school activities)	5-Star Engagement opportunities from August 2024 - April 4, 2025: Schools consistently using 5-star for more than just checking in: 3/14 Overall % of students participating in at least one engagement activity by grade level: 9th grade: 79.8% 10th grade 89.70% 11th grade: 87% 12th grade 87.7%	Baseline set this year.		Increase school engagement and participation by 5%, for a total of 10% over 2 years for each subgroup (after baseline in 24-25)	N/A Baseline set this year.
1.9	Suspension rates (From SSS internal data and using 3rd wk enrollment numbers for number of students) Expulsion rates (From SSS internal data) (From internal data)	Suspension Rates All Students: 6.72% EL: 10.31% SWD: 17.67% Homeless: 14.72% Economically Disadvantaged: 8.24% Expulsion Rates All Students: 0.32% EL: 0.43% SWD: 0.73%	This metric was discontinued in its current form and rewritten to compare data accessible at consistent times in the year. See metric 1.26.		Reduce overall suspension rate by 2% each year for a total of 6% over three years. Reduce overall expulsion rate by .1% each year for a total of .3% over three years.	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 0.60% Economically Disadvantaged: 0.39%				
1.10	Number of students referred to intervention programs	2023-24 TRUE 458 referred 76% completion CARE 437 referred 70% completion SYNC 330 referred 75% completion	2024-25 (through April 30, 2025) TRUE Referred: 372 Completion: 71.7% CARE Referred: 361 Completion: 61.5% SYNC Referred: 284 Completion: 73.6%		TRUE 79% completion CARE 73% completion SYNC 78% completion	Difference from baseline: TRUE Referred: - 86 Completion: - 4.3% CARE Referred: - 76 Completion: -8.5% SYNC Referred: -46 Completion: -1.4%
1.11	Attendance Rates - Average attendance rate	2023-2024 Attendance Rate (Local Data): 91.63%	2024-25 Attendance Data (ADA as of April 30, 2025): 92.04%		Increase by 0.5% points per year for three years or maintain 98.5% average attendance rate.	+0.41%
1.12	Chronic Absenteeism	2023-2024 - 25.33% (taken from CALPADS extract)	In order to ensure we are measuring data at consistent periods of time, this metric is being revised. Metric 1.12 discontinued and metric 1.23 rewritten below with new baseline.		Decrease percentage of students missing between 5 and 10% by 1.5 percentage points per year (Total of 4.5% points over three years)	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Dropout Rate	2022-2023 Dropout Rate All Students: 14.9% EL: 28.1% SWD: 27.7% Foster: 48 % Homeless: 28.3 %	2023-24 Dropout Rate All Students: 15.8% EL: 25.3% SWD: 23.6% Foster: 42.9% Homeless: 23%		Reduction of 1 percentage point per year for three years (including subgroups)	Difference All Student: + 0.9% EL: - 2.8% SWD: - 4.1% Foster: - 5.1% Homeless: - 5.3%
1.14	Parent Engagement Opportunities	2023-24 Baseline District wide opportunities: 1	2024-25: District-wide opportunities (either happened or planned for the 24-25 school year): 1		Increase to 10 district-wide parent engagement opportunities	No change
1.15	Number of services provided to families.	2023-24 Baseline Total number of families served interpretation: Spanish - 5,130 Arabic - 1,934 Farsi/Pashto - 505 Other - 1,060 Number of written translations Total 682 Spanish - 293 Arabic - 300 Farsi - 43 Pashto - 37	2024-25 (as of April 4, 2025) #Number/Percent of families potentially needing language support Total: 2,947 Spanish: 5130 (23.64%) Arabic/Chaldean: 1934 (8.91%) Farsi/Pashto: 505 (2.32%) Other: 1030 (4.81%)		Maintain supporting 100% of requests for all types of language support.	#Number/Percent of families potentially needing language support Spanish: 0 Arabic: 0 Farsi/Pashto: 0 Other: -30 Number of written translations Total +82 Spanish -9 Arabic -14 Farsi/Pashto +115 Other +33

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other - 9 Number of phone calls Total - 387 Spanish - 270 Arabic - 72 Farsi - 30 Pashto - 10 Other - 5 Number of meetings attended: Total - 1,399 Spanish - 820 Arabic - 443 Farsi/Pashto - 71 Other - 65 Number of IEPs	Number of written translations Total: 764 Spanish: 284 Arabic: 286 Farsi/Pashto:152 Other: 42 Number of phone calls Total: 890 Spanish: 272 Arabic: 319 Farsi/Pashto: 212 Other: 87 Number of meetings attended: Total: 1,293 Spanish: 717 Arabic: 394 Farsi/Pashto: 110 Other: 72 Number of IEPs Translated Total: 81 Spanish:57 Arabic: 23 Farsi: 0 Pashto: 0 Other: 1			Number of phone calls Total: + 493 Spanish: +2 Arabic:+247 Farsi/Pashto: +172 Other: +82 Number of meetings attended: Total: -106 Spanish: -103 Arabic: -49 Farsi/Pashto: +39 Other +7 Number of IEPs Translated Total: +36 Spanish: +23 Arabic: +12 Farsi/Pashto: 0 Other: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Family intake interviews completed by International Newcomers Center	2023-24 Baseline: 86%	2024-25 (as of April 4, 2025) 92.1%		100% of all newcomer students who take an initial ELPAC will also have a family intake interview.	An increase of 6.1% from baseline
1.17	EL student and Family Orientation completed by International Newcomers Center	2023-24 Baseline: Student: 18% Families 11%	2024-25 (as of April 4, 2025) Student 0% Families 0%		100% of EL students and families participate in orientation by INC.	Student: -18% Family: -11%.
1.18	Percent of parents who report feeling connected to school based on the CA Healthy Kids Survey Percent of parents who report feeling the school is a safe place based on the CA Healthy Kids Survey	2023-2024 76% of all parents feel connected to the school (as measured by feeling welcome to participate at the school) 84% of all parents feel safe for their child	2024-2025 Parents feel connected:79% Parents feel school is safe for thei child: 87%		79% of all parents report feeling connected 87% of all parents report feeling safe Increase CA Healthy Kids Survey percentage by 1% per year for a total of 3% over three years	Connected: +3% Safe: +3%
1.19	Percent of staff who report feeling connected to school based on the CA Healthy Kids Survey Percent of staff who report feeling their school is a safe place	2023-2024 85% of all staff feel connected 87% of all staff feel safe	2024-2025 Staff feel connected: Supportive and inviting place to work: 84% Trust and collegial staff: 88%		88% of all staff report feeling connected 90% of all staff report feeling safe	Staff connection reported slightly differently Connectedness difference from baseline cannot be determined exactly.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	based on the CA Healthy Kids Survey		Staff feel safe: 87%		Increase CA Healthy Kids Survey percentage by 1% per year for a total of 3% over three years	Safety: No change
1.20	Increase parent/guardian participation, including parent/guardians of English Learners, SED, HFY, and students with disabilities, through Portrait of a Graduate Activities throughout the 2024-25 school year.	No activities in 2023-24 2024-2025 activities to include: -Four Guiding Coalition Meetings -Parent Interviews -Survey Administration	Guiding Coalition Meeting - 1 656 Parent/Family Surveys 93 Student Surveys 99 Staff Surveys 856 students participate in focus groups		100% representation of parents from each targeted student group	+656 Parent/Family Surveys +93 Student Surveys +99 Staff Surveys +856 students participate in focus groups
1.21	(New to LCAP: Revision of metric 1.12) Chronic Absenteeism	2022-23 Chronic Absenteeism Rate (ed-data.org) All students 27.8% ELs: 31.7% SWD: 39.8% FY: 58.3% SED: 32%	2023-24 Chronic Absenteeism Rate (ed-data.org) All students 27% ELs: 31.5% SWD: 38.7% FY: 69.6% SED:31.2%		Decrease across all categories by at least 5%.	All students: -0.8% ELs: -0.2% SWD: -1.1% FY: +1.3% SED: -0.8%
1.22	(New to LCAP: Revision of metric 1.9)	2022-2023 Dashboard All students 5.5% EL: 8.6%	2023-2024 Dashboard All Students: 4.1%		We would like to see a decrease in the number of	All Students: -1.4% EL: -2.3% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Suspension rates (From SSS internal data and using 3rd week enrollment numbers for number of students) Expulsion rates (From SSS internal data) (From internal data)	SWD: 10.8% Foster Youth: 27.3% SED: 7.1% Expulsion Rates (% / student count) All Students: 0.2% (46) EL: 0.4% (14) SWD: 0.4% (15) FY: 0% (0) SED: 0.3% (37)	EL: 6.3% SWD: 8.6% Foster Youth: 32.3% SED: 4.9% Expulsion Rates All Students: 0.2% (36) EL: 0.4% (10) SWD: 0.4% (14) FY: 1% (1) SED: 0.3% (30)		students expelled year over year, when possible. For cases where the level is at 0, we would hope it would continue to remain at 0	Foster Youth: +5% SED: --2.2% Expulsion Rates All Students: -10 EL: -4 SWD: -1 FY: +1 SED: -7

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.2 has been successfully implemented as evidenced by the over 6,000 student contacts and over 4,600 counseling sessions held from the beginning of the year through April 4, 2025.
Action 1.7 and Action 1.8 have been successfully implemented, despite challenges, as evident by the number of families served in a variety of languages. Our newcomer center increased from 86% of newcomers completing an intake interview to 92%, which is integral in helping our newcomers feel welcome and have the tools they need to be successful when they first enroll.

Implementation Challenges:
Action 1.3 - While funding was allocated to support the implementation of Wellness Centers in the Libraries at each school, at mid-year only half of schools had established this space. Personnel issues mid-year reduced capacity for sites to move forward with implementation of the Wellness Center leading to inconsistent implementation at
a district level.

Action 1.7 and Action 1.8 - While we continue to provide additional language support services and an international newcomer center, staffing and budget have provided an implementation challenge. At this time, language support needed through an external agency has led to rising costs and the reduction of one Spanish translator at the
end of last year has led to a struggle to support the Spanish speaking families as needed.

Modified Implementation:
Action 1.1 - Implementation in the first semester was as intended with district level professional learning support. The second half of the year, the sites continued autonomous learning, but the district level of support was modified from the original plan.
Action 1.9 - While we were able to get a few engagement events, including a parent LCAP informational session, we did not have the personnel to have a consistent parent engagement event calendar. With new employees in place, plans are being made to move forward on increased opportunities next year.

Non-implemented Actions:
Action 1.4: While the personnel was put in place to support the work, the number of other initiatives limited the time needed to work on this school connectedness support. At this time a tracking tool is being implemented across seven of the sites, but with varying levels of consistency. With the personnel and tool in place, this action will
have a renewed focus in 25-26.
Action 1.6 was not implemented in the 25-26 school year. There were challenges due to staffing issues with beginning implementation. This will have a renewed focus in the 25-26 school year with a modified focus to support our ELs, FY, and SED students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the district assumes a variance of 10% or more to be a material difference. The following actions saw a material difference beyond the 10%.

Action 1.5 - Less money was spent in TUPE funding due to a decrease in the needs of student suspension related to vaping.
Action 1.8 - An increase in the number of translations and a decrease in the staff available led to more timesheeted expenses needed to provide translations to parents.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 and 1.2 have been effective this year. Students are accessing resources, as evident by the over 4,000 counseling sessions for this year. While the district was not able to provide professional learning in semester two, the work in semester one had provided schools with the skills and resources to continue the work autonomously in spring.

Action 1.3 - We have not seen the effectiveness of the library Wellness Centers at this time, specifically with a direct tie to the metrics, as a result we are adjusting the focus to not be around Centers but having Wellness resources available.

Action 1.4 - We realize that as written the action was not the most effective for either group. While we know we want to focus on both Foster Youth and 9th grade unduplicated pupils the data was not present that the action as written was having significant impact on either. As a result, we have decided to make revisions to Action 1.4 and create an additional action in an effort to provide more targeted support to each group.

Action 1.5 - We are seeing a reduction in the number of students referred. We do see that as an indicator that students who participated in the program the previous year have benefited and do not need to be referred again. More data such as looking at our end of year suspension rates will be needed to determine if that is the case. While our completion rates are not quite at the previous years levels, last year's data was taken at the completion of the year, and this data is only through April 30th. We will revisit the data at the end of the year to determine if we are closer to our goal.

Action 1.6 - With limited guidance around our attendance teams in the current year, we were not able to see the change in attendance we would hope to see resulting in an ineffective action. As a result, we are renewing this initial with increase guidance on schools to create attendance teams with more district oversight.

Action 1.7 and 1.8 - We are effectively providing translations to families and students are able to take initial ELPAC prior to school, minimizing the time they are without needed services.

Action 1.9 - Parent engagement met the needs of informing the LCAP; however, it was ineffective in increasing the capacity of parents to support their children in their education.

Action 1.10 - New for next year, so effectiveness cannot be determined at this time.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on prioritizing the social emotional well being of all students in an effort to create an environment where every student feels valued, respected, and empowered to reach their full potential both inside and outside the classroom.

Metrics Modifications:

Modifications were made to several metrics in an effort to provide more meaningful data and to use data available at the time of the needs assessment and writing of the LCAP. A summary of these modifications can be found below:
Metric 1.2 is being discontinued as that data is no longer included in the CA Healthy Kids Survey we administer to students.

Metric 1.12 Chronic Absenteeism was pulled using various district internal systems and the baseline was set in July 2024. July data will not be available moving forward, which does not allow for a consistent comparison from similar points in time. For this reason, and to ensure that our LCAP data reflects data available for parents through
the Dashboard and other public sites, we have rewritten our Chronic Absenteeism metric (now 1.21) to reflect publicly available, consistent data from ed-data.org.
Metric 1.9 Suspension/Expulsion was pulled using various district internal systems and the baseline was set in July 2024. July data will not be available moving forward, which does not allow for a consistent comparison from similar points in time. For this reason, and to ensure that our LCAP data reflects data available for parents through
the Dashboard and other public sites, we have rewritten our Suspension Metric (now 1.22) with a new baseline which also allowed us to use Dashboard Data for consistency of reporting.

Actions Modifications:
Modified Action 1.4 While we will continue to focus on our foster youth and 9th grade unduplicated pupils, we recognize that the combined action and metric were not meeting the root causes of each group. As a result action 1.4 will continue to support Foster Youth with the efforts of the district and site foster youth liaisons with a focus on
graduation rate as the impact of connectedness. A separate new Action 1.10 will be added to focus specifically on the connectedness of 9th grade students, with an increased focus on unduplicated pupils, to improve their feelings of connectedness as measured by CA Healthy Kid Survey 9th grade reporting of connectedness to school
and safe at school and the increased use of student engagement activities as measured by five-star.
Modified Action 1.6 (Targeted Positive Attendance Teams): In an effort to support our EL, Foster Youth, and SED students, we will implement our school attendance monitoring teams with a focus on our unduplicated student groups. While we know that all students will benefit from positive attendance practices, we recognize that time of t
those involved in the team is limited. Therefore, we will focus the efforts of this team with removing barriers to attendance specifically for our unduplicated students in an effort to support a culture of increased positive attendance.

Expected Outcomes:
While there is no change to expected outcomes, actions that were added or revised had new expected outcomes established with a two year rather than three year expectation.
These modifications align with our effectiveness analysis and implementation experiences from the current year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	S3 Counselor Services & Training (LREBG funded)	Regular meetings of the S3 counselors to share best practices and receive training and/or profession development on a variety of topics. Develop and implement tier 2 supports and services for students and participate in professional development. The CDE website states, "good relationships result in a sense of safety, order, an connectedness among members of the school community" (CDE website, nd). By lower class-sizes alongside the work of our social workers and counselors, we seek to build connectedness amongst students. This action will be monitored by the CA Healthy Kids Survey on school connectedness (metric 1.1). Approximately $1.063 million of LREBG funding is being used to support this action.	$1,063,073.00	No
1.2	Mental Health Services (LREBG funded)	Students will have access to a mental health specialist who provides therapeutic and mental health support services. The CDE website states, "good relationships result in a sense of safety, order, an connectedness among members of the school community" (CDE website, nd). By lower class-sizes alongside the work of our social workers and counselors, we seek to build connectedness amongst students. This action will be monitored by the CA Healthy Kids Survey on school connectedness (metric 1.1). Approximately $1.1 million of LREBG funding is being used to support this action.	$1,105,000.00	No
1.3	Wellness Resources in Libraries	Revised description: Libraries will create and maintain displays that highlight books regarding Self-Help, Mental Health, and Wellness and be available to students throughout the school day. They will dedicate an area that is specific to this genre of books. By promoting comprehensive support and fostering essential skills for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) like resilience, empathy,	$974,933.00	Yes

Action #	Title	Description	Total Funds	Contributing
		self awareness, and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students.		
1.4	School Connection Support for Foster Youth	Revised Description/metric: The District Foster Youth Liaison will collaborate with School Site Foster Youth Liaisons to provide targeted academic and social-emotional interventions and supports designed to improve the graduation rate of Foster Youth. NOTE: This is a DA focused action.	$266,116.00	Yes
1.5	Intervention Programs	In an effort to address our disproportionate suspension/expulsion rate for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we continue to offer a robust intervention program for students, in lieu of suspension designed to approach behavior through a restorative and educational lens. Refer to Appendix A for specific information for low performance requirements.	$737,382.00	Yes
1.6	Increase Positive Attendance	Schools will monitor student attendance and implement attendance meetings in order to engage and/or re-engage students in school. Revised Action: Through the formation of district attendance protocols and support, schools will create site level attendance monitoring teams to monitor attendance of English Learners, socioeconomically disadvantaged, and foster youth. Through this effort teams will engage in attendance meetings, conduct data analysis, and support a tiered attendance support system in an effort to determine root causes of attendance issues at their sites and re-engage students in school.	$1,182,192.00	Yes
1.7	Additional Language Support Services	Provide additional language support, both interpretation and translation, for families speaking languages other than English to promote effective communication, access to information, and cultural understanding.	$707,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	International Newcomer Center	Newcomer students and their families visit the International Newcomer Center for the purpose of Initial ELPAC student assessment and educational evaluation, Family Intake Interview and orientation.	$702,514.00	Yes
1.9	Family Engagement Guidance and Participation	Provide information and guidance to families in support of helping student's academic success and well-being for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Additionally, use these parent engagement opportunities to solicit feedback on parent and family needs assessment. Work to hold at least two district events for support to parents.	$36,000.00	Yes
1.10	School connection to support 9th grade students	The district and school will increase focus on engaging with 9th grade students, specifically unduplicated pupils (EL, FY, and SED) and SWD to create a sense of belonging with their school community.	$423,108.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GUHSD staff will enhance student learning and foster a culture of innovation and collaboration by implementing high quality educational programs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through our LCAP development process, we integrated our Differentiated Assistance root cause analysis. Through that work, we found a number of systems that were working against our efforts to improve services for our historically marginalized populations. Those barriers include: data access and utilization, entrenched mindsets and resistance to change, inadequate support implementation, time constraints and scheduling issues, professional learning needs, and administrative barriers. The actions within this goal are designed to address these barriers to ensure that every student, regardless of their background or circumstances, has access to the resources and support needed to thrive academically and socially. By developing inclusive systems, we aim to address the unique needs of English Learners (ELs), Students with Disabilities (SWD), and Homeless and Foster Youth (HFY), ensuring that they receive tailored support structures. Actions such as improving access to advanced courses and career and technical education aim to overcome existing barriers and promote equitable participation. System-wide understanding of English learners and their programs, through professional learning on topics such as the EL Roadmap, reclassification, and EL Proficiency Level Descriptors, will enable educators to provide meaningful access to an intellectually rich and engaging education for English learners. Offering a designated English Learner development course for Long-Term English Learners (LTELs) addresses specific language acquisition needs, enhancing their academic language proficiency.

Our findings clearly indicated a deeper focus on instruction centered on our historically marginalized populations (English Learners, Students with Disabilities, and Foster and Homeless Youth most prominently). Our school district has set this goal and associated actions to ensure that ALL students receive high-quality instruction, empowering them to meet or exceed grade-level standards and develop into motivated, purposeful, and knowledgeable individuals. We align our instructional practices and professional learning with established high-quality standards, ensuring consistency and excellence across the district. Instructional coaching cycles and a robust teacher induction program provide ongoing support and development for teachers, enhancing their instructional effectiveness. Professional learning in co-teaching and the revamped Study Skills class ensures that all students, including those with special needs, receive the targeted support they need to succeed. Alternative pathways to diploma programs, such as the State Minimum and Essentials Diploma, provide clear and achievable

graduation criteria for students with moderate and extensive support needs. Designated ELD professional learning and courses ensure that English learners receive tailored instruction to develop critical language skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	dELD and iELD enrollment numbers	Baseline 2023-24 dELD enrollment: 68% iELD enrollment: 100%	2024-25 (as of April 4, 2025) dELD enrollment: 67% iELD enrollment: 100%		Increase over three years to 75% of ELs enrolled in dELD or 8.67% per year. Maintain 100% over three years for iELD.	dELD: -1% iELD: 0%
2.2	1 level of growth or maintain 4 on Summative ELPAC and Summative Alternative ELPAC	Baseline 2022-23 SA ELPAC Progressed 1 level: 42.3% Maintained a level 4: 3.2% Alternate SA ELPAC Progressed 1 level: 22.2% Maintained a level 4: 44.4%	2023-24 Dashboard Summative ELPAC Progressed 1 level: 30.6% Maintained level 4: 2.3% Alternate Summative ELPAC Progressed 1 level: 16.7% Maintain a level 4: 33.3%		Increase over three years to SA ELPAC Progressed 1 level: 46% Maintained a level 4: 6% Alternate SA ELPAC Progressed 1 level: 30% Maintained a level 4: 40.0%	Difference from baseline Summative ELPAC Progressed 1 level: -11.7% Maintained level 4: -0.9% Alternate Summative ELPAC Progressed 1 level: -5.5% Maintain a level 4: -11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Increase the percent of ELs Reclassifying	Baseline 2023-24: 13.4%	2024-25 (as of April 4, 2025): 9%		Increase over three years to 15.5% of ELs reclassified as Fluent English Proficient (RFEP)	Decrease 4.4%
2.4	UC A-G Completion Rates	Baseline 2023-24 CALPADS EL-11% SWD - 12% HFY - 0% SED -39%	This goal was discontinued and is being adjust in metric 2.16		+6 percentage points over three years (2 percent per year) - All Students +9 percentage points over three years (3 percent per year) - EL, HFY, and SWD	Discontinued
2.5	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases D/F Rates, specifically for English Learners.	2023-24 % of grades given that were a D or an F All students: 22% EL students: 43%	2024 - 2025 (as of April 4, 2025)* % of grades given that were a D or an F All students: 19% EL students: 33% *End of year percentage will be updated at the mid-year LCAP review		Decrease in D/F rates by 12%, 3% per year	All students: -3% EL: -10%
2.6	EL Performance on the CCI	2023 Dashboard Very Low	2024 Dashboard Medium overall:		Increase over three years to a level of Medium on the CCI for English Learners	Increase of 2 performance levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low performance, increase from prior year			
2.7	EL Professional Learning Opportunities	Baseline 2023-24 Admin presentations Baseline from 2023-24 - 1 # of EL Coordinator PL: 1 # of ILT presentations Baseline from 2023-24 - 0 # of Core councils presentations Baseline from 2023-24 - 0	2024-25 (occurred or planned) Admin Presentations: 1 # of EL Coordinator PL: 2 # of ILT presentations:1 # of Core councils presentations - 1		Increase to at least 3 meetings per year for EL Coordinators. Increase to 2 presentations to ILT and core councils.	# Admin Presentations: 0 # of EL Coordinator PL: +1 # of ILT presentations: +1 # of Core councils presentations -0
2.8	Teacher Effectiveness All students have equitable access to appropriately assigned, experienced, and effective teachers	2023/2024 Baseline Data 100% of teachers credentialed in subject area teaching	Total FTE: 775 Clear: 87.4% Out-of-Field: 11.2% Intern: 1.3% Ineffective: 3.2% Incomplete: 0% Unknown: 0%		100% of credentialed teachers	Decrease in 12.6% clear
2.9	Access to Instructional Materials All students have access to and use appropriate	100% of students that have sufficient access to instructional materials, including Chromebooks	100% of students that have sufficient access to instructional materials,		100% of students that have sufficient access to instructional materials	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grade-level, standards-aligned instructional materials	2023-24 data: Chromebooks provided - 4500	including Chromebooks 2024-25 data: Chromebooks provided - 4500			
2.10	Safe and Clean Schools Schools meet state standards for safety, cleanliness, and adequacy	13/14 schools FIT report good standing on FIT report	14/14 schools FIT report good standing on FIT		All GUHSD schools remain in good standing on FIT report (14/14 schools)	+1 school
2.11	Student Performance on CAASPP	2022-2023 Test Data SBAC ELA All Students: 52.19% EL: 8.71% SWD: 15.26% SBAC Math: All Students: 25.90% EL: 3.14% SWD: 5.09% 2023 CAST (% Met/Exceeded): All Students: 25.81% EL: 1.50% SWD: 6.72% Will update to 2024 Dashboard data when available.	2023-24 CAASPP Data SBAC ELA All Students: 51.60% EL: 3.96% SWD: 18.3% SBAC Math All Students: 26.44% EL: 3.16% SWD: 5.03% 2024 CAST (% met or exceeded): All students:27.51% EL: 0.92% SWD: 8.16%		Increase all performance levels to green	Difference from Baseline SBAC ELA All Students: -0.59% EL: -4.75% SWD: 3.04% SBAC Math All Students: 1.35% EL: 0.02% SWD: -0.06% 2024 CAST (% met or exceeded): All students:1.7% EL: -0.58% SWD: 1.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Student Performance on CAA	2023 Baseline Math Level 3: 3.57% ELA Level 3: 8.93% Will update data once 2024 becomes available	2023-24 Math Level 3: 6.25% ELA Level 3: 13.04% Science Level 3: 3.7%		Increase of 0.5 percentage point per year (1.5% point increase in 3 years)	Difference from Baseline Math: 2.68% ELA: 4.11% Science: 0%
2.13	Coaching cycle participation	2023-24 65 GUHSD teachers participated in coaching cycles.	2024-25 (as of April 1, 2025) 38 GUHSD teachers participated in coaching cycles		85 teachers will participate in a coaching cycle.	This is a decrease from the baseline by 27 coaching cycles. April and May have yet to be calculated.
2.14	Co-Teaching PD participation	NEW in 2024-25 # participation in co-teaching PD	Number of aides trained to support co-teaching and/or inclusion: 145 Number of teachers receiving pull-out professional development: 0 Number of professional developments created to support aides and/or teachers: 2 Current staff members available		Increase in participation and availability of PD	N/A, baseline was set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to support training around co-teaching/inclusions: 1 district			
2.15	As a measure of implementation of the academic content and performance standards adopted by the state board, we will show decreases in D/F rates for SWD	NEW in 2024-25 # D/F rates in for SWD in co-teaching courses 2023-24 data # D/F rates in core classes	2023-24 D/F rates for SWD in a co-taught course D/F range all: 27% D/F CORE: 31%		Decrease of 1.5 percentage point per year (4.5% point reduction in 3 years)	N/A, baseline was set this year.
2.16	(Revision of metric 2.4) UC A-G Completion Rates (Dashboard additional report - meeting UC/CSU requirements)	2022-2023 All students: 39.8% EL: 15.5% SWD: 8.4% FY: 11.5% SED: 33.5%	2023-24 All students: 39.3 % EL: 16.1 % SWD: 9.7 % FY: 13.6 % SED: 33.3 %		Increase of 10% across all groups.	Difference from baseline: All: -0.5% EL: +0.6 SWD: +1.1% FY: + 2,1% SED: -0.2%
2.17	Number of schools with active ILTs and the number of meetings held annually.	Baseline 24-25 Number of Schools with actively meeting ILTs: 7 Number of ILT meetings District-led: 7 Site-led: 43 Total: 50	Metric baseline set in 24-25		Increase to 10 schools with actively meeting ILTs Increase in the overall ILT meetings (District and Site) from 50.	N/A, baseline was set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Number of IEPs indicating access to the alternatives to diploma pathway.	Number of IEPs with access to pathways indicated: 132	Metric baseline set in 24-25		This number will increase from baseline.	N/A, baseline was set this year.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1 and action 2.2 were fully implemented. Although there are still struggles with staffing and providing dELD, the work that we set out to do has been successfully implemented as evidence in the improvement in the number of students receiving designated ELD.
Action 2.4 was successfully implemented as evident by the 30 teachers who completed coaching cycles in the first semester with more cycles being completed in the second half of the year.
Action 2.9 was successfully implemented with all students not only having access to a device, but access to wifi when needed, allowing for access to necessary online learning resources.

Implementation Challenges:
Action 2.3 and action 2.5 both faced implementation challenges as the lack of personnel impacted the ability to provide offerings to teachers as planned. While there was great success in providing PL for integrated ELD around best practicies for supporting newcomers in the content area, we recognize a need to support teachers in
increasing their pedagogical understanding of language acquisition to ensure student success. Likewise with the co-teaching program to improve instruction for dual-identified special education students, the lack of consistent personnel led to an inconsistent ability to provide co-teaching professional learning opportunities.
Action 2.6 was partially implemented. Changes have been made to improve the skills offerings, but without the personnel in place it was challenging to ensure that everyone knew what they could access to support student learning.
Action 2.7 was only partially implemented because it required adjustments to board policy to allow for the additional pathway to diploma. The team recognizes that more messaging will be needed at sites to ensure they are accessing the alternative pathway.

Modified Implementation:
Modifications to activities were due to decreased personnel. Such modifications are discussed in the implementations challenges section.

Action 2.5: Due to the lack of sufficient personnel to train teachers outside of the classroom, the following modifications were made: professional learning was targeted at instructional aides who were supporting the work of the teacher in the co-teaching classroom as there was more availability to provide learning for them without disruption
to the classroom. (Position name) were placed at each site allowing for in the moment classroom support/learning rather than having teachers engage in out of classroom professional learning.

Non-implemented Actions:
All activities were implemented at some level in the 2024-25 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the district assumes a variance of 10% or more to be a material difference. The following actions saw a material difference beyond the 10%.

Action 2.2 and 2.3 - A reduction in the number of staff made creation and leading of professional development and and additional interventions less available. This reduction in staff is indicated by a lower percentage of the anticipated funding being spent.
Action 2.5, 2.6, and 2.7 - There was an increase in the number of staff members and the cost of staff members implementing these actions.
Action 2.8 - There was an increase in the cost of the technology needed to implement this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.
Action 2.1 has been effective as evident in our reclassification numbers. The majority of our reclassified students have been those enrolled in school for 5 years or less which make up a large volume of the students enrolled in dELD. This shows the program is working to move students to proficiency.
Action 2.2, 2.3, 2.5, 2.6, and 2.7 have not shown evidence of effectiveness but we recognize that inconsistency in implementation due to personnel issues may be responsible for that. Now with sufficient personnel in place for 26-26, we hope to see an increase in effectiveness.
Action 2.4 is showing promising effectiveness as we are having teachers interested in participating in instructional coaching cycles at their sites.
Action 2.8 is effective as students are accessing their required learning resources.
Actions 2.9 and 2.10 are new this year and effectiveness cannot yet be determined.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on academic achievement and engagement.

Metrics Modifications:
Metric 2.4 was discontinued in its current form and adjusted to metric 2.16. This was first to allow for data to be available at the time of writing, but also due to an inconsistency in how locally sourced data appeared relative to the dashboard data. As a result, we determine that dashboard data would be used since it reflected what the state
would use to make determinations.
Metric 2.15 originally stated a baseline would be gathered in 2024-25 on the number of teachers who attended professional learning. Since we modified the action implementation to include professional learning and on-site support, the baseline reported will reflect the implementation of the action and include professional development to
paras and number of support staff available to support teachers in co-teaching.
Metric 2.17 was added to monitor the implementation of our ILTs at the site level, since we have determined that this will be a focus moving forward.
Metric 2.18 was added to monitor whether families are aware of the alternative pathway.

Actions Modifications:
Action 2.5: Due to the challenges we faced in implementing action 2.5 and our realization that to best support our EL, FY, and SED students with disabilities, the action is being modified to include language around embracing a model of inclusivity and including the work that will be done to support all staff serving these students and not just
teachers through various methods and not strictly pull-out professional development.
Action 2.9: Since GUHSD still had LREBG funds to expend, a needs assessment was conducted to determine how those funds would be allocated to support our focus students. As a result of this work, action 2.9 was created with a goal to reduce the number of students in classrooms, specifically in ELA and mathematics, to provide the
ability to differentiate for our students with increased attention to ELs who were showing significant need for support relative to the all student data.
Action 2.10 - To work alongside our site coaches (action 2.4) and improve instruction across campuses, the district is investing in the implementation of Instructional Leadership Teams (ILTs) at every site headed by the principal. This action will monitor the implementation of the team, the professional leaning team are engaged in, and connection to improved outcomes across the
district.

Expected Outcomes:
There are no outcomes modifications at this time.
These modifications align with our effectiveness analysis and implementation experiences from the current year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Designated ELD Support Courses	All English learners, no matter their grade and no matter their proficiency receive Designated ELD as a stand alone course in one of the following ways: Newcomer dELD Course - Courses are capped at 20:1 to support high quality instructions with specific attention to cultural acclimation and accelerating English language acquisition. LTEL courses - Courses are capped at 33:1 to support high-quality instructions with a specific focus on academic language development and the language acquisition needs of LTELs. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf). NOTE: This is a DA focused action.	$3,720,055.00	Yes
2.2	English Learner Additional Support	Staff will provide targeted interventions and supports specifically for English Learners around academic language acquisition to access grade-appropriate content. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf). NOTE: This is a DA focused action.	$65,000.00	Yes
2.3	Designated and Integrated ELD Professional Learning	Integrated and Designated ELD teachers attend professional learning focused on deepening their learning of the state-adopted ELD standards and instructional approaches that assist English learners to develop critical English language skills necessary for academic content learning in English. Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf). NOTE: This is a DA focused action.	$81,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Instructional coaching cycles for teachers	Provide site-based instructional coaches at all school sites who will lead teachers through instructional coaching. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf). NOTE: This is a DA focused action.	$912,365.00	Yes
2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	Revised for more targeted focus: Identify a system-wide understanding of co-teaching, co-teaching models, adn inclusion models including the expectations around scheduling and the responsibilities of special education and general education teams. Additionally, establish success criteria that can be measured. Offer professional learning options for co-teaching teams with the purpose of supporting unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) within co taught courses. Provide professional learning to paraprofessional staff to ensure success in an inclusion model. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf). NOTE: This is a DA focused action.	$5,956,003.00	Yes
2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Revised for more targeted focus: Implement the reimagined study skills class across GUHSD. This course will focus on key skills that support students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), throughout their core classes and measured through the skill growth scales available in Schoology. The course is in service of students becoming independent and expert learners. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf). NOTE: This is a DA focused action.	$5,956,003.00	Yes
2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Revised for more targeted focus: Student computers on a high school campus provide essential access to the curriculum by enabling students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to engage with digital learning resources, complete assignments, and collaborate on projects. Through these devices, students can access online textbooks, educational software, and	$5,956,003.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning management systems where teachers post course materials, assignments, and assessments. Additionally, computers facilitate research, enhance digital literacy, and allow for personalized learning experiences, catering to different learning styles and paces. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf) NOTE: This is a DA focused action.		
2.8	Technology access for students and teachers through FutureForward	Provide access to digital curriculum, technology tools, and online support to students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), through the Future-Foward program. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf).	$3,041,281.00	Yes
2.9	Class Size Targets (LREBG funded)	Added for 25-26 The Human Resources Department and Educational Services will work with site administrators to employ additional teachers to maintain class size targets below the statutory limits, to the greatest extent possible, in all grades district-wide to facilitate targeted small-group instruction and differentiation so that the individual learning needs of students, specifically our unduplicated students (English learners, foster youth, socioeconomically disadvantaged) are more easily addressed and lead to standards mastery. The CDE website states, "good relationships result in a sense of safety, order, an connectedness among members of the school community" (CDE website, nd). By lower class-sizes alongside the work of our social workers and counselors, we seek to build connectedness amongst students. This action will be monitored through the CA Healthy Kids Survey on connectedness to school (metric 1.1), CAASPP scores (metric 2.11), and D/F rate (metric 2.5). Approximately $3.7 million in LREBG funds will be used to support staffing to allow for lower class-sizes.	$3,717,132.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Site Instructional Leadership Teams (ILT)	Added for 25-26 Each site will develop an instructional leadership team. Teams with meet with district leadership with a focus at looking at data and instruction to improve outcomes for our students. The district will provide structure and resources to the Instructional Leadership Teams (ILT) to help: * Prioritize high-quality student-centered learning * Align planning with goals * Monitor progress and outcomes NOTE: This is a DA focused action.	$505,096.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The GUHSD will develop and implement comprehensive programs and resources to prepare students for success beyond high school, ensuring that every student is equipped with the tools and confidence to achieve their post-graduation goals.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through our LCAP development process, we integrated our Differentiated Assistance root cause analysis. Through that work, we found a number of systems that were working against our efforts to improve services for our historically marginalized populations. Those barriers include: data access and utilization, entrenched mindsets and resistance to change, inadequate support implementation, time constraints and scheduling issues, professional learning needs, and administrative barriers. The actions within this goal are designed to address these barriers to ensure that every student, regardless of their background or circumstances, has access to the resources and support needed to thrive academically and socially. By developing inclusive systems, we aim to address the unique needs of English Learners (ELs), Students with Disabilities (SWD), and Homeless and Foster Youth (HFY), ensuring that they receive tailored support structures. Actions such as improving access to advanced courses and career and technical education aim to overcome existing barriers and promote equitable participation. Professional learning for staff on special education and SWD programs is crucial to provide meaningful support and create an engaging educational experience for these students. Implementing a new data system will help track and support vulnerable students effectively, while targeted academic interventions ensure that all students receive the help they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CTE enrollment and pathway completion by demographics	Baseline from 2023-24 Total CTE enrollment = 3,802 Male = 62.62%	This metric is being rewritten and replaced (3.14) to adjust for timeline and to provide data that better		Increase CTE enrollment and completion rate over three years by 3%	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Female = 37.35% X = .03% EL = 5.71% SWD = 16.33% SED = 69.94% Homeless/Foster = 4.18% CTE Completion in 2023-24, all grades Male = 59.44% Female = 40.56% EL = 3.48% SWD = 12.88% SED = 71.44% Homeless/Foster = 4.36%	represents the student performance.			
3.2	Students completing UC a-g requirements and a CTE pathyway	2022-2023 Data All: 9.5% EL: 1.6% SWD: 1.4% SED: 6.7% Homeless: 7.0% Foster: 0% From CA Dashboard Additional Reports (Met UC/CSU and CTE Pathway Report)	2023-24 Data All: 9.9% EL: 3.7% SWD: 2.3% SED: 8.0% Homeless: 6.7% Foster: 0%		Increase the overall rate by 1.0% each year and show increases in each priority group each year.	Difference All: +0.4% EL: +2.1% SWD: + 0.9% SED: +1.3% Homeless: -0.3% Foster: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Dual Enrollment - enrollment and demographic data	2023-2024 Data Number of CCAP course enrollments= 879 total for all students Demographics: EL = 83 SWD = 33 Homeless = 21	2024-25 (As of April 4, 2025) Number of CCAP course enrollments = 868 total for all students Demographics: EL = 72 SWD = 41 Homeless = 18		Increase the number of CCAP Dual Enrollment course enrollments by 5%	Difference All: - 9 Demographics: EL: -11 SWD: +8 Homeless: -3
3.4	AP scores of 3 or higher by demographic data	2023-2024 Data All Students: 67.63% EL: 0.44% SWD: 0.90% SED: 30.10 % HFY: 1.67%	This metric is being rewritten and replaced (3.12) to adjust for timeline and to provide data that better represents the student performance.		Increase the percentage of students passing AP (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 3%	Discontinued
3.5	VAPA enrollment and demographic data	2023-2024 Vapa Enrollment District-wide: All students = 37% SWD = 37% EL = 24% Hispanic = 38% White = 37.4%	2024-25 (as of April 4, 2025) District-wide: All students = 36.2% SWD = 20% EL = 10% Hispanic = 44%		Increase enrollment in VAPA courses by 3% overall	Difference All students = -0.8% SWD = -17% EL = -14% Hispanic = +6% White = +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = 35%	White = 41% African - American = 4.5%			African - American = -30.5%
3.6	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness will be measured using College-going rates.	Baseline 2022-2023 (National Clearinghouse) Graduates: 68% (immediately after high school graduation) Metric will be updated when National Clearinghouse is released	2023-24 National Clearinghouse Data: Graduates: 63% (immediately after high school graduation)		Increase +6% over three years (2 percent per year)	Graduates: -5%
3.7	Unified Insights usage	NEW in 2024-25: Baseline established at end of school year. # people trained on data system # of reports run on the data system	This metric is being removed.		By measuring data access and utilization, we will be able to evaluate the usefulness of this tool and track and modify student needs. Once we establish a baseline for usage, we will determine our targeted outcome.	Discontinued
3.8	Passing rates on credit recovery courses and summer school posted grades	2024 Passing Rates for Credit Recovery: 66.8% Data includes D's.	This is being discontinued and reinstated with a new discussion on baseline.		Credit Recovery: Increase of 1% per year (3 % over three years) to 70%	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline D/F rate = 23.24%			Summer School: Decrease of 2 percent per year over three years.	
3.9	Graduation Rate From CA Dashboard	22-23 Baseline Data Grad rate all students = 82.8% EL = 69.8% Homeless = 68.4% Socioeconomically Disadvantaged = 81% SWD = 65.2% Foster = 53.8% Grad rate all students = 82.8% EL = 69.8% Homeless = 68.4% Socioeconomically Disadvantaged = 81% SWD = 65.2% Foster = 53.8% Will update to 2024 data when available	23-24 Dashboard Grad rate all students: 81.4% ELL 67.7% Homeless: 70.7% Socioeconomically Disadvantaged: 79% SWD: 65.1% Foster: 54.5%		Increase the percentage of students graduating each year (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 1% each year for a total of 3% after three years.	Grad rate all students: -1.4% ELL -2.1% Homeless: +2.3% Socioeconomically Disadvantaged: -2% SWD: -0.1% Foster: +0.7%
3.10	Home choice program	2023-24 Total enrollment: 343 12+ enrollment: 57	2024-25 (as of April 4, 2025) Total enrollment: 329 12+ enrollment: 15		Maintain enrollment numbers over the next 3 years	Enrollment: -14 12+ enrollment: -42 Graduates: -61

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graduates 105	Graduates: 44			
3.11	(New to LCAP: Rewritten from 3.8) Passing rates on credit recovery courses and summer school posted grades	2023 - 2024 Passing Rates for Credit Recovery: 66.8% Data includes D's. Baseline F rate = 23.24%	Baseline established in 24-25		Increase passing rates by 3% annually and decrease F rates by 2% annually.	N/A, baseline established this year
3.12	(New to LCAP: Rewritten from metric 3.4) AP Scores	2022-23 Percent of students with a score of 3 or higher 2022-23 Scores (3,4,5) All: 60.71% Disaggregated data was not collected in 22-23. The disaggregated baseline will be set in 23-24 Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator All: 28.7% EL: 18.9% SWD: 7.1% FY: 0%	2023-24 Percent of students with a score of 3 or higher 2023-24 Scores (3,4,5) All: 67.6% EL: 51.4% SWD: 42.4% SED: 61.7% Foster/Homeless: 54.5% Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator		Increase the percentage of students passing AP (EL, SWD, homeless, foster youth, and Economically Disadvantaged) by 3%	Baseline was set in year 1, so there is no difference from baseline at this time. Percent of graduating cohort that met prepared by “advanced placement” On the college/career indicator All: +1.5% EL: - 9% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 23.0%	All: 30.2% EL: 9.9% SWD: 7.1% FY: 50.0% SED: 24.2%			FY: +50% SED: +1.2%
3.13	New Metric for LCAP in 25-26: CTE pathway completion rates For graduating cohort	2023 - 2024 All students: 9.9% EL = 3.48% SWD = 12.88% SED = 71.44% Foster Youth = 4.36%	Baseline established in 24-25		Increase all categories by 5% annually	N/A, baseline established this year
3.14	(New to LCAP: Rewritten from metric 3.1) CTE enrollment and pathway completion by demographics	2022-23 All CTE participants: 3851 Percentage of all students in the district enrolled in CTE: 23.1% % of enrolled CTE participants for each student group EL: 7% SED: 59% Foster: 0.1% SWD: 13% Percentage of all CTE participants who complete CTE: 20.5%	2023-24 All CTE participants: 3707 Percentage of all students in the district enrolled in CTE: 22.4% % of enrolled CTE participants for each student group EL: 4.7% SED: 60% Foster: 0.2% SWD: 13% Percentage of all CTE participants		Increase all categories by 5% annually	2023-24 All CTE participants: -144 Percentage of all students in the district enrolled in CTE: -0.7 % of enrolled CTE participants for each student group EL: -2.3% SED: +1% Foster: +0.1% SWD: No change Percentage of all CTE participants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of all CTE participant within a student group who complete CTE: EL: 16.3 SED: 25% FY: 0% SWD: 14.8%	who complete CTE: 17.2% % of all CTE participant within a student group who complete CTE: EL: 16.5% SED: 17.5% FY: 11.1% SWD: 14.6%			who complete CTE: -3.3% % of all CTE participant within a student group who complete CTE: EL: +0.2% SED: -7.5% FY: +11.1% SWD: -0.2%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 3.1 was fully implemented with new pathways continually being offered to allow students to reach higher courses.
Action 3.2: We successfully offered a number of programs, including AP. With our new AP score metric, we were able to see that there was an increase from 2023 to 2024 on the percentage of all students who met prepared by “advanced placement” on the career and college indicator. We are eager to see the data this summer since
qualitative data indicates we should continue to see growth.
Action 3.4: We successfully placed opportunity teachers at each site, allowing the site to determine the best targeted intervention for their students based on the data.

Implementation Challenges:
There were no significant challenges for the 24-25 school year in regards to these actions.

Modified Implementation:
All activities were implemented as planned in the 2024-25 school year with the exception of the non-implemented actions.

Non-implemented Actions:
Action 3.3: It was determine that this was not the right time to invest in a new data system. We recently had turnover of staff in the technology department and we determined it would be best for that team to assess whether a new platform is needed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the district assumes a variance of 10% or more to be a material difference. The following actions saw a material difference beyond the 10%.

Action 3.2 - The plan was adjusted from originally documented with a decision to move more money over into the next year of the three year funding.
Action 3.3 - This action was discontinued so the software was not purchased.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.
Action 3.1 and Action 3.2: We are seeing our enrollment data reflect steady participation in these programs. We will be able to further determine the effectiveness of the work when the first year of new data is available in the summer of 2025.
Action 3.3 - This action was discontinued and never implemented making it neither effective or ineffective.
Action 3.4: While opportunity teachers are available at each site, the effectiveness of the action will not be able to be fully determined until the new Dashboard data is available. At that time, we will be able to see if we can stop the decline in graduation rates that we saw from the 23 to the 24 Dashboard and start improving outcomes for all.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description: No changes to current goal focusing on developing and implementing comprehensive programs and resources to prepare students for success beyond high school, ensuring that every student is equipped with the tools and confidence to achieve their post-graduation goals.

Metrics Modifications:

Metric 3.1 is being discontinued and a new metric (3.15) will replace it. This is being done to adjust for the timeline since CTE completion scores are not available until late into summer. Also, it was determined that it would be more meaningful to compare the all student completion rate to EL, FY, SED, and SWD competition rates of those
who are enrolled in CTE rather than relative to the portion they make up of the completion rate. We want to ensure that we are noticing discrepancies in these student groups to complete the program once enrolled as well as looking at any underrepresentation in participating in the program.
Metric 3.4 is being discontinued and a new metric (3.12) will replace it. This is being done to adjust for the timeline since AP scores are not available until late into the summer. Also, when looking at the calculations, the team determined there was an error in the denominator used which didn't allow for a fair comparison of EL, SWD, SED,
and FY performance. This calculation error was corrected when the metric baseline was revised for timeline.
Metric 3.7 is being removed as the program was not purchased and the action has been discontinued.
Metric 3.8 will be discontinued and rewritten (3.11) with a new baseline to allow for the availability of credit recovery data which is not available until after the end of summer school in July.

Actions Modifications:
Modified Focus to Action 3.2: While the action will remain the same, there will be an increased focus in 25-26 to make adjustments for dual enrollment in courses that replace AP offerings.
Action 3.3 will be discontinued in the 25-26 school year.

Expected Outcomes:
There are no outcomes modifications at this time.
These modifications align with our effectiveness analysis and implementation experiences from the current year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE access	Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements (Link: https://shorturl.at/qXeaf).	$7,254,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Identify and understand the disparities in program participation. This includes structural barriers, self-perception, teacher perception, and scheduling difficulties. Look for ways to overcome existing barriers. Conduct outreach efforts for those groups by emphasizing the benefits. Work proactively to build support for our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements (Link: https://shorturl.at/qXeaf).	$2,638,557.00	Yes
3.3	Discontinued: Onboard a new data system - Unified Insights	Discontinued 24-25: Obtain, onboard, and use a comprehensive data system that allows administrators, counselors, and teachers to: evaluate program effectiveness, make data informed decisions on best practices, individualize student support, evaluate MTSS programs for effectiveness, track and modify instruction based on individual student needs, including our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged). Refer to Appendix A for specific information for low performance requirements (Link: https://shorturl.at/qXeaf).	$0.00	No
3.4	Targeted academic interventions and supports for all students	GUHSD offers a wide array of programs that are available to students, including our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), based on individual needs. Refer to Appendix A for specific information for low performance requirements (Link: https://shorturl.at/qXeaf).	$5,940,470.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GUHSD will increase the academic success of students in the three equity multiplier schools with high socioeconomically disadvantaged pupil rates by effectively utilizing LCFF Equity Multiplier funding to increase stability rates, reduce suspension rates, and increase student attendance rates, and increase a student feeling of belonging by the end of the 25-26 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Grossmont Union High School District (GUHSD) is committed to increasing the educational stability and academic success of students in our three identified equity multiplier schools, which have high rates of student mobility and significant populations of socioeconomically disadvantaged pupils. By effectively utilizing Local Control Funding Formula (LCFF) Equity Multiplier funding, we aim to address the unique challenges faced by these students and provide targeted support to ensure their academic and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	D/F Rates	MERIT Academy Semester 1 D/F Rate: 42.26% SED: 41.32% Semester 2 D/F Rate: 48.7% SED: 44.85%	MERIT Academy Semester 1 (2025) D/F Rate: 40% SED:50% Semester 2 (as of April 4, 2025)		Decrease by 3% at each site by student group by the end of the year	MERIT Academy Semester 1 (2025) D/F Rate: -2.26% SED:+7.74% Semester 2 (as of April 4, 2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		REACH Academy Semester 1 D/F Rate: 26.09% SED: 27.93% Semester 2 D/F Rate: 25.71% SED: 26.09% Chaparral HS Term 1 SWD: 50.72% SED: 30.60% Term 2 SWD: 36.92% SED: 27.82%	D/F Rate: Not available at this time. REACH Academy Semester 1 D/F Rate: 35% SED: 36.4% Semester 2 (as of April 4, 2025) D/F Rate: This data will be available at the midyear LCAP report. Chaparral HS Term 1 SWD: 16% SED: 36.67% Term 2: Not available at this time			D/F Rate: Not available at this time. REACH Academy Semester 1 D/F Rate: +8.91% SED: +847%% Semester 2 (as of April 4, 2025) D/F Rate: Not available Chaparral HS Term 1 SWD: -34.72% SED: +6.07% Term 2: Not available at this time. This metric is being discontinued moving forward to reflect the Equity Multiplier needs.
4.2	Attendance Rates	Summer of 2024 Socioeconomically Disadvantaged Students Chaparral - 77.5%	As of May 1, 2025 Socioeconomically Disadvantaged Students		Increase by 0.5% at each site by student group by the end of the year	Socioeconomically Disadvantaged Students Chaparral : -7.222%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MERIT - 78.56% REACH - 64.02% Student with Disabilities Chaparral - 72.4% MERIT- 81.86% REACH - 65.86% Infinite Campus Reports	Chaparral - 84.72% MERIT - 83.11% REACH - 62.25% Student with Disabilities Chaparral - 83.68% MERIT- 84.64% REACH - 65.76% Infinite Campus Reports			MERIT: -4.56% REACH: -1.77% Student with Disabilities Chaparral: +11.28% MERIT: +2.78% REACH: -0.10% This metric is being discontinued moving forward to use end of year data to allow for better comparisons.
4.3	Suspension Rates	MERIT- SWD: 0.50 suspensions per student SED: 0.34 suspensions per student Total enrollment: 64 REACH- SWD: 4.8 suspensions per student SED: 3.9 suspensions per student suspensions Total enrollment: 22	As of April 30, 2025 MERIT- SWD: 0.34 suspensions per student SED: 0.25 suspensions per student Total enrollment: 70 REACH- SWD: 3.0 suspensions per student		Decrease suspension rate by 10% at each site by student group by the end of the year	MERIT SWD: -0.16 suspensions per student SED: -0.9 suspensions per student REACH SWD: -1.8 suspensions per student SED: -1.6 suspensions per student suspensions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chaparral- SWD: 1.6 suspensions per student SED: 2.7 suspensions per student Total enrollment: 76	SED: 2.30 suspensions per student suspensions Total enrollment: 13 Chaparral- SWD: 0.12 suspensions per student SED: 0.37 suspensions per student Total enrollment: 43			Chaparral SWD: -1.48 suspensions per student SED: -2.33 suspensions per student This metric is being discontinued moving forward to use end of year data to allow for better comparisons.
4.4	Added for 25-26: Stability Rates	2023-24 Chaparral: All students: 12.9% AA students: 5.3% IDEA All students: 46.3% Hispanic: 42.6% AA: 29.4% MERIT All students: 54.3% Hispanic: 51.3%	Baseline established for 25-26		Improve stability rates by at least 5% annually.	N/A, baseline set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Added for 25-26: Chronic Absenteeism	2023-24 Chaparral: All students: 72.1% EL: 66.7% SWD: 80.8% SED: 75% White: 62.2% IDEA All students: 60.5% EL: 62.5% SWD: 49% SED: 64.1% White: 52.4% MERIT All students: 62.1% EL: N/A SWD: 62.1% SED: 62.9% Hispanic: 58.3%	Baseline established for 25-26		Decrease chronic absenteeism rates in each group by at least 5% annually.	N/A, baseline set this year.
4.6	Added for 25-26: Suspension Rates	2023-24 Chaparral: All students: 30.3% EL: 25.6% SWD: 40% SED: 27.8% AA: 52.6% IDEA All students: 6.9% EL: 8.7% SWD: 5.8% SED: 8.9%	Baseline established for 25-26		Decrease suspension rates by at least 5% annually.	N/A, baseline set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MERIT All students: 15.2% EL: N/A SWD: 15.2% SED: 13.5% Hispanic: 28.2%				
4.7	Added for 25-26: CA Healthy Kids Survey Student Feeling of Belonging Number of Agree/Strongly agree for: School is a supportive place to learn Adults treat all students with respect	2024-25 % of students expressing a feeling of belonging Chaparral School is a supportive place to learn: 27% Adults treat all students with respect: 33% IDEA School is a supportive place to learn: 9th: 68% 10th:71% 11th: 71% Adults treat all students with respect: 33% 9th: 48% 10th:59% 11th: 67% MERIT	Baseline established for 25-26		Increase student feeling of belonging from baseline by at least 5% annually in each category.	N/A, baseline set this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School is a supportive place to learn: 50% Adults treat all students with respect: 46%				
4.8	Added for 25-26: Graduation Rate for IDEA	Based on the 23-24 CA Dashboard All student graduation rate: 67.9%	Baseline established this year		Increase of 5% annually	N/A, baseline set this year.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district made some progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 4.1 and Action 4.2 had partial implementation. There was some misunderstandings and staffing issues at the beginning of the year, leading to delay in purchases and expenses of Equity Multiplier funding.

Implementation Challenges:
Action All: As discussed above, there were questions around the use and availability of Equity Multiplier funds that delayed the beginning of purchases until closer to mid-year and at that time REACH was not going to be open for the new year which led to challenges in spending.

Modified Implementation:
Actions 4.1 and 4.2 began midyear.

Non-implemented Actions:
Action 4.3 - Not implemented. It was determined around the middle of the year that REACH would no longer be it's own school moving forward. Due to the decision that the school would be closing, the spending of Equity Multiplier funding did not move forward.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 and Action 4.2 were not expensed as planned due to a delay in when schools were allowed to start spending and a lack of a coherent plan to support spending in the best way possible.
Action 4.3 was not expensed due to the determination the school was closing.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Actions 4.1 and Action 4.2 had minimal effectiveness due to the delayed start and the inconsistency of a plan moving forward to best support the causes for the equity multiplier grant funding. This was taken into account when moving forward into next year.
Action 4.3 was ineffective as it was not implemented.
Action 4.4 was added this year and effectiveness cannot yet be determined.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP cycle:

Goal Description:
Goal was modified to reflect our new equity multiplier school of IDEA and removal of REACH, as well as a focus on stability rates, suspension, attendance, and belonging for the 25-26 school year.

Metrics Modifications:
Since REACH will no longer be operating, all metrics in 4.1, 4.2, and 4.2 regarding REACH academy will be removed.
IDEA Center has qualified for the equity multiplier funds, so we will be adding metrics for IDEA center to the already existing 4.1, 4.2, and 4.3. For 4.1, we will add a D/F rate metric for all students and socioeconomically disadvantaged students. For 4.2, we will add a chronic absenteeism metric for SED and SWD. For 4.3, we will add a suspension for SED and SWD.
Since Stability Rate is a determining factor for becoming an Equity Multiplier school, metrics for monitoring stability factor were included. Attendance and suspension rate were seen as the two biggest indicators and contributing factors to the stability rate, so metrics were put in place to monitor all students, ELs, SWD, SED, and any other disproportionate student groups.
A metric on belonging from the CA Healthy Kids survey was added because belonging was determined to be essential to the stability rate.
Metric 4.8 is being added to monitor the graduation rate of IDEA since performance was in the red.

Actions Modifications:

Actions 4.1 and 4.2 will continue with a more targeted plan to use the resources on support staff to benefit the students. The district and school SSC have met to discuss the needs and determine how the money will be spent moving forward to meet the needs of the students.
Action 4.3 is being discontinued due to the school closure.
Action 4.4 is being added with the addition of a newly qualified school IDEA.

Expected Outcomes:
The expected outcomes were modified with the addition of new metrics to focus on an increase in stability rate, decrease in chronic absenteeism and suspension rates, and an increase in the feelings of belonging.
These modifications align with our effectiveness analysis and implementation experiences from the current year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Chaparral High Equity Multiplier	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending Chaparral High, thereby fostering an equitable learning environment that promotes student retention and suspension rates, specifically through additional psychologist and counselor FTEs and teacher's assistants, as well as professional learning and supplemental materials that further support this work.	$144,727.00	No
4.2	MERIT Academy Equity Multiplier	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending MERIT Academy, thereby fostering an equitable learning environment that promotes student retention and suspension rates, specifically through additional psychologist and counselor FTEs, additional support people to look at functional behavior analysis, work around transitional plans, as well as professional learning and supplemental materials that further support this work.	$85,903.00	No
4.3	Discontinued**	This action is being discontinued in 25-26 due to school closure.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	REACH Academy Equity Multiplier	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending REACH Academy, thereby fostering an equitable learning environment that promotes student retention, achievement, and overall well-being.		
4.4	IDEA Academy Equity Multiplier Added for 25-26	Implementing targeted interventions, enhancing family and community engagement, and providing comprehensive support services to address the unique challenges faced by students attending IDEA, thereby fostering an equitable learning environment that promotes student retention and graduation rate, specifically through additional psychologist and counselor FTEs and teacher's assistants, as well as professional learning and supplemental materials that further support this work.	$203,552.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$37,757,588	$2,954,544

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.764%	0.000%	$0.00	19.764%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Wellness Resources in Libraries **Need:** In the California Healthy Kids Survey, students have shared that they and their peers struggle with a variety of social-emotional and mental health issues.	By promoting comprehensive support and fostering essential skills for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged) like resilience, empathy, self awareness, and positive relationships, we aim to create a nurturing environment that supports the overall well-being of our students. We recognize the support will benefit all students - wellness centers in libraries provide a dedicated space for students to explore self-help	California Healthy Kids Survey (metric 1.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	and mental health resources, further promoting their well being and academic success.	
1.5	**Action:** Intervention Programs **Need:** According to our suspension and expulsion data, specific student populations are disproportionate to their peers. **Scope:** LEA-wide	In an effort to address our disproportionate suspension/expulsion rate for unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), we continue to offer a robust intervention program for students, in lieu of suspension designed to approach behavior through a restorative and educational lens. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	Suspension rate (metric 1.22)
1.6	**Action:** Increase Positive Attendance **Need:** Analysis of chronic absenteeism data shows that ELs (23.3%) and SED (24.5%) disadvantaged students experience higher levels of chronic absenteeism rates than the all student rate (21.4%). Our students with disabilities at 33.2%. **Scope:** LEA-wide	Through the formation of school attendance teams, along with the guidance of the district, school's will be able to identify root causes and barriers to attendance that are impacting their ELs and SEDs. The action is being implemented LEA-wide because all of our schools are experiencing chronic absenteeism percentages of nearly 20% or higher. Further analysis of that data shows that schools with lower absenteeism rates, have even greater disparities between the all student average and the average for ELs or SEDs, showing a need for more attention to these specific groups across the district.	Chronic Absenteeism (metric 1.21)
1.9	**Action:** Family Engagement Guidance and Participation **Need:**	By providing opportunities to partner with parents and families, the district is able to get a deeper understanding of what they see as priority needs for their students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to be successful in high school and beyond. Engagement	Family engagement opportunities (metric 1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To partner with parents and family to help them have meaningful participation in their students' educational journey. **Scope:** LEA-wide	opportunities need to go beyond the district simply sharing information and also include hearing directly from parents and families as to what they see as the biggest needs.	
1.10	**Action:** School connection to support 9th grade students **Need:** When analyzing chronic absenteeism rates, suspension rates, and graduation rates, in each case EL, FY, and SED performed below and many times significantly below the all student results. In trying to determine root causes, further analysis of CA Healthy kid survey data, shows that only about half of ninth graders felt connected and safe at school. Upon further analysis of our local 5-star data showed that 9th graders were engaging in school events at a significantly lower rate to 10th to 12th graders. The team recognized that more efforts must be made to reach out to ninth grade students and engage them in the community, specifically our EL, FY, and SED population, in an effort to improve connectedness to school now with the ultimate goal to improve chronic absenteeism rates, suspension rates, and graduation rates. **Scope:** LEA-wide	District-wide trends are clearly present across all schools in the district, oftentimes with schools with the highest graduation rate having the most disproportionate outcomes for ELs, FY, and SED. In an effort to improve outcomes for all unduplicated pupils across the district, GUHSD determined this should be an LEA-wide focus.	Chronic absenteeism (metric 1.21) CA Healthy Kids Survey (metric 1.1), 5-star engagement data (metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Instructional coaching cycles for teachers **Need:** Teachers need to continue to engage with professional development to provide the best first instruction for students. **Scope:** LEA-wide	Teacher coaching cycles are a powerful tool for professional growth, as they provide a structured process for continuous improvement. Through regular observation, feedback, and collaborative reflection, teachers gain insights into their instructional practices. These cycles help educators identify strengths and areas for growth, experiment with new strategies, and refine their approaches based on real-time feedback. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	Number of teachers participating in coaching cycles (metric 2.13)
2.5	**Action:** Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching) **Need:** All teachers will continue to participate in on-going Professional Development specific to the co-teaching model as a means of ensuring that students with disabilities will have full access to the general education curriculum in the least restrictive environment. **Scope:** LEA-wide	GUHSD has embraced a co-teaching model to support all students access to curriculum that provides for a diploma. Additionally, students with disabilities experience increased opportunities for inclusion, equity and support from both a General Education and Special Education teachers in the context of a Universal Design for Learning model. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	GUHSD plans to measure the efficacy of the co-teaching model by documenting educator participation in professional development targeting the co-teaching model (metric 2.14).
2.6	**Action:** Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	GUHSD believes that students with IEPs require a multi-tiered system of support to access their education. A component of a multi-tiered system of	To determine the effectiveness of this action, we will monitor the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: GUHSD requires clear guidelines for IEP Teams when considering if a study skills/guided studies course is required to support students with special needs specific to the domain areas of task completion, organizational skills, self-advocacy and/or other related executive functioning skills. **Scope:** LEA-wide	support includes determining if/when a student requires additional supports to augment IEP services. Specifically, the study skills/guided studies class will target students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), receiving SAI services outside the general education setting with the intent of improving skill areas related to organization, planning and preparation. The ultimate goal is to reduce SAI service outside of the general education setting and/or increase SAI in general education. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	CAASPP for SWDs, CAA, as well as the Alternate ELPAC (metrics 2.2, 2.11, 2.12).
2.7	**Action:** Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers) **Need:** Provide guidance, training and support to all ESN Teachers on the new requirements ensuring that students with severe disabilities (Participating in the CAA) have access to an alternative pathway to a diploma. **Scope:** LEA-wide	Specifically related to and beginning with 9th. grade students in the 2022-2023 school year, GUHSD has adopted exemptions for students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), found eligible for the alternative pathway to a diploma. GUHSD is required to support students who demonstrate learning characteristics of students with significant cognitive disabilities. Additionally, GUHSD has to utilize an alternate assessment process based on the students' unique cognitive abilities. It is in this context that the IEP team, led by our ESN teachers, will select a process to determine whether the student has a significant cognitive disability and therefore should participate in an alternative pathway for a diploma. Refer to Appendix A (https://shorturl.at/hh4yT) for	Revised metric to improve accountability: We will measure the level of awareness of the alternative to diploma pathways as documented on the IEP (metric 2.18).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	
2.8	**Action:** Technology access for students and teachers through FutureForward **Need:** Students require a digital device in order to access curriculum. Appropriate software will be purchased to support students. **Scope:** LEA-wide	Student computers on a high school campus provide essential access to the curriculum by enabling students, including unduplicated pupils (EL, SWD, homeless, foster youth, and Economically Disadvantaged), to engage with digital learning resources, complete assignments, and collaborate on projects. Through these devices, students can access online textbooks, educational software, and learning management systems where teachers post course materials, assignments, and assessments. Additionally, computers facilitate research, enhance digital literacy, and allow for personalized learning experiences, catering to different learning styles and paces. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	All GUHSD students will have a Chromebook (metric 2.9).
2.10	**Action:** Site Instructional Leadership Teams (ILT) **Need:** Our CAASPP data for ELs, shows that only 3.96% were proficient on the ELA section relative to the 51.60% all student average. Similarly in mathematics, ELs were proficient 3.16% relative to all students 26.44%. Science showed a similar discrepancy of ELs meeting or exceeding the standard 0.92% compared to the all student 27.51%. We are also seeing discrepancies across schools specific to our ELs, FY, and SED.	The district will work with sites to create and Instructional Leadership Team. The ILT will meet with the district to conduct data analysis, specifically around ELs, FY, and SWD, and participate in needs assessments to determine the root causes. Once a root cause is determine, the ILTs will engage in planning around professional learning and resources needed to improve outcomes for students	We will monitor academic progress using both CAASPP for ELA and math, specifically for ELs. (metric 2.11), as well as monitor the number of schools with active ILTs and the number of ILT meetings being held at both the district and site level (2.17).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This data indicates a need to focus on the instructional practices and data analysis to better assess student needs at the site levels and address those needs through systematic improvement to tier 1 instruction. **Scope:** LEA-wide		
3.1	**Action:** CTE access **Need:** Based on the CTE enrollment and completion data, we need to recruit and support unduplicated students so they will successfully complete a CTE course sequence. **Scope:** LEA-wide	By expanding our recruitment efforts to our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), more students will learn about our high-quality CTE programs, enroll in our programs, and complete a CTE course sequence. All students will benefit from the expansion of recruitment because they will learn about the benefits of CTE programs which will prepare students for postsecondary opportunities. Along with the recruitment, CTE teachers will incorporate more support strategies using Universal Design for Learning and student support plans, updated annually. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	CTE Enrollment data for all students, disaggregated by unduplicated groups. (metric 3.14) CTE Completion data for all students, disaggregated by unduplicated groups (metric 3.14)
3.2	**Action:** Offered Programs - Honors, dual enrollment, IB, AP, VAPA **Need:**	By providing more recruitment and support for our unduplicated student groups (EL, SWD, homeless, foster youth, and Economically Disadvantaged), more students will enroll and successfully complete an early college course (dual enrollment, AP, or IB course), VAPA course, and take rigorous courses. The additional recruitment and support	Dual Enrollment rates for all students, disaggregated by unduplicated student groups. (metric 3.3) AP pass rates of a 3 or higher, disaggregated by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	After reviewing the demographic data for Dual Enrollment, EL, SWD, and Homeless student groups are underrepresented in participation in Dual Enrollment courses. More access and support is needed so more students can score a 3 or higher on AP exams. In addition, based on the VAPA enrollment and demographic data, SWD and EL have a high enrollment rate; however, the overall enrollment doesn't represent wide participation of all groups. Based on data from the Early Assessment Program, 68% of students are considered "college ready." Our goal is to prepare all students, including unduplicated student groups, so all students can be successful beyond high school. **Scope:** LEA-wide	will expand opportunities for postsecondary education. The recruitment and support efforts will benefit all students because all students will have access to rigorous courses and will be able to explore areas of interest. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	unduplicated student groups. (metric 3.12) VAPA enrollment data, disaggregated by unduplicated student groups. (metric 3.5) Early Assessment Program data, disaggregated by unduplicated groups. (metric 3.6)
3.4	**Action:** Targeted academic interventions and supports for all students **Need:** When reviewing D/F rates and passing rates for credit recovery courses, it is clear that more quality first instruction and support is needed for unduplicated student groups. **Scope:** LEA-wide	Quality first instruction and support for unduplicated students (EL, SWD, homeless, foster youth, and Economically Disadvantaged), as well as all students, will reduce the need for credit recovery courses. This will benefit all students because they will have the ability to take more electives, enrichment courses such as VAPA, improve access to advanced courses and career and technical education, and graduate college and career ready. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	Passing rates on credit recovery courses (metric 3.11) D/F rates (metric 2.5)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** School Connection Support for Foster Youth **Need:** Due to the transient nature of our Foster Youth, there is an increased need for more restorative responses as well as onboarding students to improve school connections. **Scope:** Limited to Unduplicated Student Group(s)	By promoting school involvement for our unduplicated pupils (foster youth) we strive to increase students' connection to their school and school community because students who are connected to their school are more likely to attend regularly and participate in their education. By promoting school involvement, all students will benefit and attend school and participate more which will improve overall wellbeing. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	Graduation Rate for Foster Youth as measured on the CA Dashboard (metric 3.9)
1.7	**Action:** Additional Language Support Services **Need:** Supporting families who do not yet meet the federal 15% language support requirement, **Scope:** Limited to Unduplicated Student Group(s)	We have a very large number of newcomer students, doubling in number every year over the last three years, from diverse language groups. We will provide language support to families speaking languages that do not meet the 15 % federal requirement yet. This is above and beyond the required language support we provide for families speaking Spanish. Providing language support LEA-wide will help those schools who have a smaller number of language speakers other than English and Spanish	EL family intake interviews, EL family orientations, increase in district-wide family engagement events (metric 1.16, 1.17, and 1.14)
1.8	**Action:** International Newcomer Center **Need:** Increasing numbers of newcomer students and families to our district.	We have a very large number of newcomer students, doubling in number every year over the last three years, from diverse language groups. With more than 45% of our total newcomer students and families coming from Afghanistan and other war-torn countries, we are in need of	Family intake interviews completed by International Newcomers Center (metric 1.16)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	supporting our students and families with orientations to help them transition into the CA public school system as well as helping parents know what resources they have available to them and their students. Providing this support LEA-wide allows those sites with a smaller number of newcomers to take advantage of the supports we are offering their students and families.	
2.1	**Action:** Designated ELD Support Courses **Need:** Additional targeted support for English Learners by years in US schools. **Scope:** Limited to Unduplicated Student Group(s)	Newcomer dELD course capped at 20:1 to support high quality instructions with specific attention to cultural acclimation and accelerating English language acquisition. LTEL courses capped at 33:1 to support high-quality instructions with a specific focus on academic language development and the language acquisition needs of LTELs. To ensure equity in accessing smaller class sizes, this action will be offered to all sites in our district. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	RFEP rates (metric 2.3), lower D/F rates (metric 2.5), improvement on ELPAC (metric 2.2)
2.2	**Action:** English Learner Additional Support **Need:** Additional support to help support foundational literacy and academic language development. **Scope:** Limited to Unduplicated Student Group(s)	Due to varied abilities in student literacy, prior schooling, and gaps in education, additional funding will be provided to all sites to provide substantial linguistic supports, supplemental curriculum to help with foundational literacy and academic language development. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	RFEP rates (metric 2.3), lower D/F rates (metric 2.5), improvement on ELPAC (metric 2.2)
2.3	**Action:**	Professional learning offerings district-wide will help support and ensure that all teachers are	RFEP rates (metric 2.3), lower D/F rates (metric

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Designated and Integrated ELD Professional Learning **Need:** Increase knowledge, understanding, and implementation of ELD standards in iELD. **Scope:** Limited to Unduplicated Student Group(s)	equipped to provide integrated ELD as well as linguistic supports to English learners. Every one of our school sites has English learners at varying Proficiency Levels. Refer to Appendix A (https://shorturl.at/hh4yT) for specific information for low performance requirements (Link: https://shorturl.at/qXeaf)	2.5), improvement on ELPAC (metric 2.2)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

These schools have been established at a staff/student ratio that is superior to the other District schools (i.e. fewer students per staff member). Staff is defined as district employees assigned to the school site providing services.
See Appendix B for corresponding Goals, Actions, and Metrics for individual school sites.

Over 55%
El Cajon Valley High School - 94.02%
MERIT Academy - 89.06%
Chaparral High School - 85.53%
Mount Miguel High School - 83.33%
Monte Vista High School - 79.57%
REACH Academy - 77.27%
IDEA Center High School - 73.91%

Valhalla High School - 68.62%
ELITE Academy - 68.42%
Grossmont High School - 65.13%
Granite High School - 63.17%
El Capitan High School - 57.49%

Under %55
Santana High School
West Hills High School
Grossmont Middle College HS

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 : 26.38	1 : 20.83
Staff-to-student ratio of certificated staff providing direct services to students	1 : 17.62	1 : 16.34

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$191,047,068	$37,757,588	19.764%	0.000%	19.764%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,757,588.00	$14,530,976.00	$0.00	$1,086,442.00	$53,375,006.00	$46,979,576.00	$6,395,430.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	S3 Counselor Services & Training (LREBG funded)	All	No			All Schools	ongoing	$1,063,073.00	$0.00		$1,063,073.00			$1,063,073.00	
1	1.2	Mental Health Services (LREBG funded)	All	No			All Schools	ongoing	$0.00	$1,105,000.00		$1,105,000.00			$1,105,000.00	
1	1.3	Wellness Resources in Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$974,933.00	$0.00	$974,933.00				$974,933.00	
1	1.4	School Connection Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$228,116.00	$38,000.00	$132,058.00			$134,058.00	$266,116.00	
1	1.5	Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$578,637.00	$158,745.00	$633,099.00	$104,283.00			$737,382.00	
1	1.6	Increase Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,182,192.00	$0.00	$1,182,192.00				$1,182,192.00	
1	1.7	Additional Language Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$618,185.00	$88,882.00	$707,067.00				$707,067.00	
1	1.8	International Newcomer Center	English Learners	Yes	Limited to Undupli	English Learners	All Schools	ongoing	$692,514.00	$10,000.00	$702,514.00				$702,514.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
1	1.9	Family Engagement Guidance and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$18,000.00	$18,000.00	$36,000.00				$36,000.00	
1	1.10	School connection to support 9th grade students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$423,108.00	$0.00	$423,108.00				$423,108.00	
2	2.1	Designated ELD Support Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$3,678,355.00	$41,700.00	$3,720,055.00				$3,720,055.00	
2	2.2	English Learner Additional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$50,000.00	$15,000.00	$65,000.00				$65,000.00	
2	2.3	Designated and Integrated ELD Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$49,000.00	$32,000.00	$81,000.00				$81,000.00	
2	2.4	Instructional coaching cycles for teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$904,113.00	$8,252.00	$238,462.00	$673,903.00			$912,365.00	
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,956,003.00	$0.00	$5,956,003.00				$5,956,003.00	
2	2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,956,003.00	$0.00	$5,956,003.00				$5,956,003.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,956,003.00	$0.00	$5,956,003.00				$5,956,003.00	
2	2.8	Technology access for students and teachers through FutureForward	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$428,601.00	$2,612,680.00	$1,107,046.00	$1,934,235.00			$3,041,281.00	
2	2.9	Class Size Targets (LREBG funded)	All	No			All Schools	ongoing until LREBG funds expended	$3,717,132.00	$0.00		$3,717,132.00			$3,717,132.00	
2	2.10	Site Instructional Leadership Teams (ILT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$505,096.00	$0.00	$505,096.00				$505,096.00	
3	3.1	CTE access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,862,099.00	$1,392,375.00	$3,774,347.00	$2,746,403.00		$733,724.00	$7,254,474.00	
3	3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,079,586.00	$558,971.00	$155,000.00	$2,433,357.00		$50,200.00	$2,638,557.00	
3	3.3	Discontinued: Onboard a new data system - Unified Insights	All	No				ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Targeted academic interventions and supports for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,624,645.00	$315,825.00	$5,452,602.00	$319,408.00		$168,460.00	$5,940,470.00	
4	4.1	Chaparral High Equity Multiplier	All Students with Disabilities	No			Specific Schools: Chaparral High School 9-12	ongoing	$144,727.00	$0.00		$144,727.00			$144,727.00	
4	4.2	MERIT Academy Equity Multiplier	All Students with Disabilities	No			Specific Schools: MERIT Academy 9-12	ongoing	$85,903.00	$0.00		$85,903.00			$85,903.00	
4	4.3	Discontinued** REACH Academy Equity Multiplier	All Students with	No			Specific Schools: REACH	ongoing	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities				Academy 9-12									
4	**4.4**	IDEA Academy Equity Multiplier Added for 25-26	All Students with Disabilities	No			Specific Schools: IDEA Academy	ongoing	$203,552.00	$0.00		$203,552.00			$203,552.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$191,047,068	$37,757,588	19.764%	0.000%	19.764%	$37,757,588.00	0.000%	19.764 %	**Total:**	$37,757,588.00
								LEA-wide Total:	$32,349,894.00
								Limited Total:	$5,407,694.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	S3 Counselor Services & Training (LREBG funded)				All Schools		
1	**1.3**	Wellness Resources in Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$974,933.00	
1	**1.4**	School Connection Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$132,058.00	
1	**1.5**	Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$633,099.00	
1	**1.6**	Increase Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,182,192.00	
1	**1.7**	Additional Language Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$707,067.00	
1	**1.8**	International Newcomer Center	Yes	Limited to Unduplicated	English Learners	All Schools	$702,514.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
1	1.9	Family Engagement Guidance and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
1	1.10	School connection to support 9th grade students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$423,108.00	
2	2.1	Designated ELD Support Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,720,055.00	
2	2.2	English Learner Additional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$65,000.00	
2	2.3	Designated and Integrated ELD Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$81,000.00	
2	2.4	Instructional coaching cycles for teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,462.00	
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,956,003.00	
2	2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,956,003.00	
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,956,003.00	
2	2.8	Technology access for students and teachers through FutureForward	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,107,046.00	
2	2.9	Class Size Targets (LREBG funded)				All Schools		
2	2.10	Site Instructional Leadership Teams (ILT)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$505,096.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.1**	CTE access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,774,347.00	
3	**3.2**	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
3	**3.4**	Targeted academic interventions and supports for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,452,602.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$47,424,987.00	$49,251,545.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	S3 Counselor Services & Training	Yes	$1,245,430.00	$1,215,834.00
1	**1.2**	Mental Health Services	No	$1,200,000.00	$1,105,650.00
1	**1.3**	Wellness Centers in Libraries	Yes	$1,974,586.00	$1,942,916.00
1	**1.4**	School Connection Support for Foster Youth and 9th grade students	Yes	$265,518.00	$243,031.00
1	**1.5**	Intervention Programs	Yes	$859,725.00	$527,512.00
1	**1.6**	Increase Positive Attendance	No	$0.00	$0.00
1	**1.7**	Additional Language Support Services	Yes	$569,643.00	$696,701.00
1	**1.8**	International Newcomer Center	Yes	$657,061.00	$689,731.00
1	**1.9**	Family Engagement Guidance and Participation	Yes	$18,000.00	$18,000.00
2	**2.1**	Designated ELD Support Courses	Yes	$3,033,395.00	$3,078,505.00
2	**2.2**	English Learner Additional Support	Yes	$52,000.00	$34,839.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Designated and Integrated ELD Professional Learning	Yes	$99,876.00	$18,195.00
2	2.4	Instructional coaching cycles for teachers	Yes	$896,054.00	$897,773.00
2	2.5	Co-teaching alignment and professional learning (M/M Sped Teachers who are Co Teaching)	Yes	$5,739,212.00	$6,620,193.00
2	2.6	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Yes	$5,739,212.00	$6,620,193.00
2	2.7	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	$5,739,212.00	$6,620,193.00
2	2.8	Technology access for students and teachers through FutureForward	Yes	$3,093,898.00	$3,773,097.00
3	3.1	CTE access	Yes	$6,829,658.00	$6,938,075.00
3	3.2	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	$2,866,999.00	$2,161,941.00
3	3.3	Onboard a new data system - Unified Insights	Yes	$250,000.00	$0.00
3	3.4	Targeted academic interventions and supports for all students	Yes	$5,968,671.00	$5,922,179.00
4	4.1	Chaparral High Equity Multiplier	No	$171,576.00	$68,733.00
4	4.2	MERIT Academy Equity Multiplier	No	$105,261.00	$58,254.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	REACH Academy Equity Multiplier	No	$50,000.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$37,718,406.00	$36,522,268.00	$37,718,406.00	($1,196,138.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	S3 Counselor Services & Training	Yes	$45,430.00	$0.00		
1	1.3	Wellness Centers in Libraries	Yes	$1,974,586.00	$1,942,916.00		
1	1.4	School Connection Support for Foster Youth and 9th grade students	Yes	$131,759.00	$129,136.00		
1	1.5	Intervention Programs	Yes	$593,198.00	$490,205.00		
1	1.7	Additional Language Support Services	Yes	$569,643.00	$696,701.00		
1	1.8	International Newcomer Center	Yes	$657,061.00	$689,731.00		
1	1.9	Family Engagement Guidance and Participation	Yes	$18,000.00	$18,000.00		
2	2.1	Designated ELD Support Courses	Yes	$3,033,395.00	$3,078,505.00		
2	2.2	English Learner Additional Support	Yes	$52,000.00	$34,839.00		
2	2.3	Designated and Integrated ELD Professional Learning	Yes	$99,876.00	$181,95.00		
2	2.4	Instructional coaching cycles for teachers	Yes	$235,203.00	$282,541.00		
2	2.5	Co-teaching alignment and professional learning (M/M	Yes	$5,739,212.00	$6,620,193.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Sped Teachers who are Co Teaching)					
2	**2.6**	Revamp Study Skills Class / Guided Studies (M/M Sped Teachers)	Yes	$5,739,212.00	$6,620,193.00		
2	**2.7**	Alternative Pathways to Diploma (Mod & ESN), (Mod and ESN Sped Teachers)	Yes	$5,739,212.00	$6,620,193.00		
2	**2.8**	Technology access for students and teachers through FutureForward	Yes	$2,818,898.00	$1,473,882.00		
3	**3.1**	CTE access	Yes	$3,192,788.00	$3,352,948.00		
3	**3.2**	Offered Programs - Honors, dual enrollment, IB, AP, VAPA	Yes	$155,000.00	$155,000.00		
3	**3.3**	Onboard a new data system - Unified Insights	Yes	$250,000.00	$0.00		
3	**3.4**	Targeted academic interventions and supports for all students	Yes	$5,477,795.00	$5,495,228.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$191,013,123.00	$37,718,406.00	0.000%	19.746%	$37,718,406.00	0.000%	19.746%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix A: 2023 CA School Dashboard Data - Low Performance Requirements

School	Indicator	Student Subgroup
District	CCI	EL
El Cajon Valley High	CCI	EL
El Capitan High	CCI	EL
Granite Hills High	CCI	EL
Mount Miguel High	CCI	EL
Valhalla High	CCI	EL
District	CCI	FOS
District	CCI	SWD
El Cajon Valley High	CCI	SWD
El Capitan High	CCI	SWD
Granite Hills High	CCI	SWD
Grossmont High	CCI	SWD
Monte Vista High	CCI	SWD
Santana High	CCI	SWD
Granite Hills High	ELA	ALL
IDEA Center	ELA	ALL
Mount Miguel High	ELA	ALL
Mount Miguel High	ELA	AA
District	ELA	EL
El Capitan High	ELA	EL
Granite Hills High	ELA	EL
Monte Vista High	ELA	EL
Mount Miguel High	ELA	EL
Granite Hills High	ELA	HI
Mount Miguel High	ELA	HI
El Capitan High	ELA	SED
Granite Hills High	ELA	SED
Mount Miguel High	ELA	SED
District	ELA	SWD
El Capitan High	ELA	SWD
Granite Hills High	ELA	SWD
Mount Miguel High	ELA	SWD
Santana High	ELA	SWD
West Hills High	ELA	SWD
Granite Hills High	ELA	WH
Mount Miguel High	ELA	WH
El Cajon Valley High	ELPI	EL
Grossmont High	ELPI	EL
Santana High	ELPI	EL

Appendix A: 2023 CA School Dashboard Data - Low Performance Requirements

School	Indicator	Student Subgroup
El Capitan High	GRAD	EL
Grossmont High	GRAD	EL
Santana High	GRAD	EL
District	GRAD	FOS
Grossmont High	GRAD	HI
District	GRAD	SWD
Granite Hills High	GRAD	SWD
Grossmont High	GRAD	SWD
Monte Vista High	GRAD	SWD
Mount Miguel High	GRAD	SWD
El Capitan High	MATH	ALL
Mount Miguel High	MATH	ALL
Grossmont High	MATH	AA
Monte Vista High	MATH	AA
Monte Vista High	MATH	EL
Mount Miguel High	MATH	EL
Grossmont High	MATH	SED
Mount Miguel High	MATH	SED
Mount Miguel High	MATH	SWD
Santana High	SUSP	AA
District	SUSP	AI
El Capitan High	SUSP	AI
Granite Hills High	SUSP	AI
Chaparral High	SUSP	EL
El Capitan High	SUSP	EL
Granite Hills High	SUSP	EL
District	SUSP	FOS
IDEA Center	SUSP	HI
Granite Hills High	SUSP	HOM
Granite Hills High	SUSP	SED
Chaparral High	SUSP	SWD
District	SUSP	SWD
El Capitan High	SUSP	SWD
Granite Hills High	SUSP	SWD
IDEA Center	SUSP	SWD
Mount Miguel High	SUSP	SWD
West Hills High	SUSP	SWD
El Cajon Valley High	SUSP	WH

Appendix B: Actions and Metrics By Site

School	Indicator	Stu Grp	LCFF State Priority	Metrics	LCAP Goal & Action
District	CCI	EL	Priority 4: Student Achievement	CAASPP - 2.11 UC a-g - 2.16 ELPI - 2.2 RFEP Rate - 2.3 EL D/F Rate - 2.5 SWD D/F Rate - 2.15 CTE Enrollment - 3.14 CTE Completion & UC a-g - 3.14 Dual Enrollment - 3.3 AP Pass Rate - 3.12 VAPA Enrollment - 3.5 EAP - 3.6 Summer School D/F - 3.11	2.1 2.2 2.3 2.5 2.6 2.7 2.8 2.9 3.1 3.2 3.4
El Cajon Valley High	CCI	EL			
El Capitan High	CCI	EL			
Granite Hills High	CCI	EL			
Mount Miguel High	CCI	EL			
Valhalla High	CCI	EL			
District	CCI	FOS			
District	CCI	SWD			
El Cajon Valley High	CCI	SWD			
El Capitan High	CCI	SWD			
Granite Hills High	CCI	SWD			
Grossmont High	CCI	SWD			
Monte Vista High	CCI	SWD			
Santana High	CCI	SWD			
Mount Miguel High	ELA	AA	Priority 4: Student Achievemnet A. Student Performance on CAASPP	2.11	2.1 2.2 2.3 2.5 2.6 2.9
Granite Hills High	ELA	ALL			
IDEA Center	ELA	ALL			
Mount Miguel High	ELA	ALL			
District	ELA	EL			
El Capitan High	ELA	EL			
Granite Hills High	ELA	EL			
Monte Vista High	ELA	EL			
Mount Miguel High	ELA	EL			
Granite Hills High	ELA	HI			
Mount Miguel High	ELA	HI			
El Capitan High	ELA	SED			
Granite Hills High	ELA	SED			
Mount Miguel High	ELA	SED			
District	ELA	SWD			
El Capitan High	ELA	SWD			
Granite Hills High	ELA	SWD			
Mount Miguel High	ELA	SWD			
Santana High	ELA	SWD			
West Hills High	ELA	SWD			
Granite Hills High	ELA	WH			
Mount Miguel High	ELA	WH			
El Cajon Valley High	ELPI	EL	Priority 4: Student Achievement E. % EL making progress F. EL reclassification rate	% making progress - 2.2 Reclassification rate - 2.3	2.1 2.2 2.3
Grossmont High	ELPI	EL			
Santana High	ELPI	EL			
El Capitan High	GRAD	EL	Priority5: Student Engagement E. High School Grad Rates	3.9, 3.10, 3.11	3.4
Grossmont High	GRAD	EL			
Santana High	GRAD	EL			
District	GRAD	FOS			
Grossmont High	GRAD	HI			
District	GRAD	SWD			
Granite Hills High	GRAD	SWD			
Grossmont High	GRAD	SWD			
Monte Vista High	GRAD	SWD			
Mount Miguel High	GRAD	SWD			
El Capitan High	MATH	ALL	Priority 4: Student Achievemnet A. Student Performance on CAASPP	2.5, 2.11, 2.15	2.1 2.2 2.3 2.5 2.6 2.9
Mount Miguel High	MATH	ALL			
Grossmont High	MATH	AA			
Monte Vista High	MATH	AA			
Monte Vista High	MATH	EL			
Mount Miguel High	MATH	EL			
Grossmont High	MATH	SED			
Mount Miguel High	MATH	SED			
Mount Miguel High	MATH	SWD			
Santana High	SUSP	AA	Priority 6: School Climate A. Suspension Rate	1.26	1.5
District	SUSP	AI			
El Capitan High	SUSP	AI			
Granite Hills High	SUSP	AI			
Chaparral High	SUSP	EL			
El Capitan High	SUSP	EL			
Granite Hills High	SUSP	EL			
District	SUSP	FOS			
IDEA Center	SUSP	HI			
Granite Hills High	SUSP	HOM			
Granite Hills High	SUSP	SED			
Chaparral High	SUSP	SWD			
District	SUSP	SWD			
El Capitan High	SUSP	SWD			
Granite Hills High	SUSP	SWD			
IDEA Center	SUSP	SWD			
Mount Miguel High	SUSP	SWD			
West Hills High	SUSP	SWD			
El Cajon Valley High	SUSP	WH			